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* * * * *

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Workshop Evaluation
Total workshop time: 6 hours, 45 minutes (excluding breaks)

For the workshop, the facilitator will need the following materials:

- Facilitator's script
- Flip chart and markers
- Overhead projector and screen, overheads #1-14
- Handouts # 1-11
- Books that help children deal with self-esteem issues, supportive books or literature to help parents build self-esteem in themselves and in their children (see References)

One of the workshop activities will include designing inspirational posters. Workshop registrants should be asked to think of an inspirational phrase for the poster before they come to the workshop. In addition to the above materials, the facilitator will need to bring the following supplies to the workshop:

- one 22 "x14" bristol board, per participant
- one-hole punch
- coloured yarn
- stencils (letters, designs and borders)
- coloured pencils and markers
- sample poster
- books with inspirational phrases

For this workshop, a U-shaped seating arrangement works best.
Introduction (20 minutes)

The introduction should include an introduction and brief overview of the council, of the presenter(s), the participants, and the workshop.

The facilitator invites each participant to introduce themselves to the person seated next to them. Encourage them to take turns to share a few things about themselves with their partner.

- or -

Ask each participant to introduce him/herself to the entire group. Ask them to share their name, interest in attending the workshop, and the ages of their children.

To begin, the facilitator should inform the participants of the following:

The purpose of the workshop:

- To acknowledge and confirm what families are already doing to help their children to develop positive self-esteem
- To help caregivers better understand how children develop self-esteem
- To provide a supportive, confidential learning environment in which caregivers can ask questions and share experiences
- To provide information and learning experiences that will enhance the confidence and ability of caregivers to nurture self-esteem in their children

Topics to be covered:

- The importance of self-esteem
- Understanding self-esteem and how it develops
- Creating a cycle of success
- Nurturing self-esteem in the home
- Building self-esteem through listening
- Parenting styles and their effects on self-esteem and communication
- Teaching responsibility through choices: natural and logical consequences
- Modelling positive self-esteem
- Creating an inspirational poster

Role of the facilitator and the participants:

- Comments and questions are welcome
- Confidentiality is to be respected
- Consider time and others when commenting
- Stay on topic
- Detailed discussion of personal situations should be saved until breaks
- We learn from one another - the presenter is a guide and a resource, not an expert with all the answers
It is important to let participants know that they will not be put on the spot to answer questions or to give personal information. Participation is voluntary.

In the following sections, the facilitator’s comments are italicized.

<table>
<thead>
<tr>
<th>Introductory Activity</th>
<th>THE IMPORTANCE OF GOOD SELF-ESTEEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Materials</td>
<td>Pen and paper for participants</td>
</tr>
<tr>
<td></td>
<td>Flip chart and marker</td>
</tr>
<tr>
<td>Purpose</td>
<td>To help participants understand how the state of our self-esteem affects all areas of our lives.</td>
</tr>
</tbody>
</table>

Directions:

- Print the following question on the flip chart: "Why is it important to help children develop good self-esteem?"

- Divide the participants into small groups.

- Ask each group to think about and discuss the importance of self-esteem by answering the question on the flip chart.

- Ask each group to assign a member to record their ideas.

- Give groups 5 minutes for discussion.

- Share and discuss the groups’ responses.

Display Overhead #1. The overhead is from Human Resources Canada: PALS Facilitator’s Manual. Briefly state the characteristics of low self-esteem, in your own words.

*People with poor self-esteem tend to . . .*

- be withdrawn
- feel distress consistently
- be hard on themselves
- be anxious
- feel inferior and/or timid
- feel self-hatred
• have frequent psychosomatic complaints
• be depressed
• choose to be isolated
• feel they have greater difficulties forming friendships
• be less resistant to social pressures
• be unwilling to speak their mind
• not take on leadership roles
• lack confidence
• accept defeat

<table>
<thead>
<tr>
<th>Warm-up Activity</th>
<th>VISUALIZATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Materials</td>
<td>Handout #1</td>
</tr>
<tr>
<td>Purpose</td>
<td>To help parents identify and promote characteristics of positive self-esteem in their children.</td>
</tr>
</tbody>
</table>

The facilitator says:

*Please turn to Handout #1. We are going to begin the workshop with a visualization activity. Visualization means to picture something in your mind. Visualization helps us to see our goals more clearly and helps us to develop the plans to get there. In this activity, you are asked to visualize or imagine your child as a grown person - the kind of person you would like to help him or her become, or what you want for your child. You can then write or draw this picture of your child on the left hand side of your handout. Throughout the workshop, use the right side of your handout to record any ideas or skills you learn that you could use to help your children develop into this kind of person.*
A FACILITATOR'S GUIDE FOR "SELF-ESTEEM

Part I (30 minutes)

<table>
<thead>
<tr>
<th>Topic</th>
<th>UNDERSTANDING SELF-ESTEEM AND HOW IT DEVELOPS</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Purpose</th>
<th>To help participants understand and define self-concept and self-esteem.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To identify specific ways in which self-concept is developed and shaped by social forces.</td>
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</table>

<table>
<thead>
<tr>
<th>Materials</th>
<th>Overheads #2, 3, 4, 5; Handout #2; pens for participants</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
<th>What is self-concept?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Duration</th>
<th>5 minutes</th>
</tr>
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</table>

The facilitator says:

*You can begin to understand self-concept by answering the question, "Who am I?"*

- Ask each participant to write a description of who s/he is, in point form. Inform them that this is for their personal viewing only.

- Display Overhead #2; state a few examples to get them started.

- Tell participants that they will have 5 minutes to complete the activity.

Examples:

I am a shy person.
I am a mother/father.
I am hard working.
I am quick tempered.
I like Stephen King novels.
I love to cook.
I am a perfectionist.
I like country music.
I wish I was single again.
I am afraid of being alone.
My faith keeps me going.
I think life is what you make it.
I know a lot about computers.
I have a hard time saying "no" to people.
Chocolate is my weakness.
I worry about everything.
My friends mean a lot to me.
I yell at my kids when I'm tired or stressed.
My pet peeve is people who are late.
I am a homemaker/teacher/farmer/mechanic ...

After completing the exercise, the facilitator asks:

*What is self-concept? To answer that question, think about the kind of information or categories of information you wrote down about yourself.*

Accept all answers and summarize:

Your self-concept is what you believe you are, the “facts about you (as you see yourself). They include the roles you play at home and work, your likes and dislikes, hopes and dreams, fears and worries, personality traits, moods, values and religious beliefs, strengths and weaknesses, etc. The list you have written is only a partial look at your self-concept. If you were to keep writing, it would become more complete.

Ask participants to reflect on the following questions for their own interest and insights. Print questions on the flip chart. Volunteers may wish to share their answers but don’t insist.

1. **Did you record more of your strengths than your weaknesses, or more negatives than positives?**

   A balanced self-concept includes the recognition and acceptance of both strengths and weaknesses.

2. **Did you find that all things about yourself are equally important?**

   You will likely find that some things will be more important than others in defining who you are. Being a parent, for example, will be more important than liking Stephen King novels. Liking the smell of brewing coffee will be less important than your spiritual beliefs in making you the unique person you are.

3. **Do you still recognize the same person from childhood?**

   Your self-concept is the substance of who you are. Even though self-concept is shaped by experience and changes over time, you may find that, in some ways, you are still the same person you were as a child.

*Defining Self-Esteem*

The facilitator continues:

*We have defined self-concept as being the sum of those things you believe about yourself. What then is self-esteem?*

Ask for volunteers to answer the question.
Self-esteem is what you think and feel about your self-concept. In other words, your self-esteem is your opinion of yourself Is it generally favourable or unfavourable? Depending on whether you feel positive or negative about the areas that are important to you, you will feel generally good or unhappy about yourself.

Display Overhead #3 in order to clarify the differences between "self-concept" and "self-esteem".

This overhead shows the difference between self-concept and self-esteem. One fact of this young girl's self-concept is that she is tall. Her self-esteem refers to how she feels about being taller than most of her friends.

From the overhead, read the girl's thoughts about being tall:

"I can slam-dunk. It helps to be tall to play basketball."
"I can reach the best apples on our tree."
"I can run fast."
"There's just one thing I don't like — that I keep bumping my head."

The facilitator asks,

How do you think this young girl would respond to teasing about being tall?

Expect answers like, "It wouldn't bother her."

Very likely. Good self-esteem is a buffer or cushion against negative comments.

The facilitator says:

Let's look at how self-concept begins.

Display Overhead #4. Infants are born not knowing who they are. They learn this through interactions with parents and other caregivers and through their sensorimotor experiences.

1. Infants learn about how important and lovable they are through the quality of care they are given. When a baby's cries are answered quickly, he learns that his needs are important. If his needs are met, he learns to trust. If he is moved about gently, touched often and tenderly, he learns that he is loved. Although infants cannot yet understand words, they understand the message of love in a lullaby.

2. Infants' concepts of self are tied strongly to the experience of their body movements and senses. Between four and seven months of age, babies can be seen to stare with fascination at their hands and feet. Infants discover that their hands and feet belong to them. They learn that they can make things happen as they grasp, bang, kick, shake, and throw objects.

Around 18 months of age, infants can recognize themselves in a photograph.

As infants learn more about language and begin to use it, the words of caregivers become more important in defining who they are.

The facilitator asks, "How does self-concept develop?"
Display Overhead #5.

Early in the 20th century, sociologist Charles Cooley (1902) used the idea of a mirror to explain how self-concept develops. He said that our self-concept – the picture we have of ourselves – develops as a reflection of how we think others see us. He called this process the “looking glass self”. From the time we are born, significant people in our lives send us positive and negative messages that tell us about how lovable, important, and capable we are. These messages are sent, not only in words, but in gestures, facial expressions, and tone of voice. To the extent that these are positive messages, we will feel positive about ourselves. The foundation of self-esteem is laid by the time a child is three years of age.

A second way self-concept is formed is by comparing ourselves with others. How do our talents, looks, and abilities compare with those of others? Others become a measuring stick by which we can determine how adequate we are.

Comparing oneself to others can be both cause and consequence of low self-esteem. It can lead to low self-esteem if we use unreasonable standards to judge ourselves, such as comparing ourselves to geniuses, fashion models, athletes or Hollywood stars. Constant comparing of oneself to others can also be a result of low self-esteem. It can be an attempt to establish one’s worth by proving to be “superior” to others.

Another kind of social comparison we use is that of being “similar to or different from” others (Adler and Towne, 1987). Being different can threaten a child’s sense of acceptance and belonging unless the child receives support and encouragement from significant others.

Significant others are important people in our lives whose actions and opinions have a strong impact on our self-concepts.

For example: a boy who had an interest in learning highland dancing was admired and encouraged by close friends and family but thought of as odd by certain others. Like the young girl who was tall for her age and viewed that difference positively, this boy learned to appreciate his difference. Without a circle of support, however, he may have accepted the opinion that he was odd and rejected the activity.

This is an important point. You may be viewed as being different in terms of the things you do, how you look, how you talk, or even how you learn – and whether that difference is viewed positively or negatively by others will affect your self-concept.

The way we see ourselves and others is affected by the messages and values of the society in which we live. We learn at an early age what is considered desirable and what is not.

The facilitator asks:

What does our North American society value?

Accept all answers and link with the above point. Answers may include looks, beauty, thinness, youth, power, money, winning...

Families are often at war with these material values in their efforts to instill genuine values in their children, such as those relating to inner beauty, spiritual wealth, and loving others.

Let’s look at the importance of the family in the development of self-concept.
As we said earlier, one of the important ways we develop self-esteem is from the messages our families send about how important, lovable, and capable we are. To the extent that these messages are positive, we will experience positive self-esteem. Therefore, as parents and caregivers, we need to be aware of the kind of messages we are sending.
Part II (40 minutes)

<table>
<thead>
<tr>
<th>Topic</th>
<th>CREATING A CYCLE OF SUCCESS</th>
</tr>
</thead>
</table>
| Purpose     | To promote awareness of the effects of family communication on children's self-esteem and family relationships.  
To explore and practise communication skills that enhance self-esteem.                                      |
| Materials   | Overhead #6; Handout #3; pens and paper for participants; flip chart and marker               |
| Activity    | Talk positively to your child.                                                               |
| Duration    | 15-20 minutes                                                                               |

Directions:

- Print the following situations on the flip chart.
- Ask participants to form small groups to discuss positive responses to the situations.

Examples (you may prefer to make up your own):

- Your child helps you clean and organize the closet.
- Your child cleans his room.
- Your child does the dishes but breaks one.
- Your child fails a test.
- Your child forgets her lunch (for the third time in 2 weeks) and calls you at home/work to bring it to her.

Ask the groups to share their responses to one situation at a time. Encourage them to think of the characteristics they identified on their lists of "the kind of person you would like your child to become". Suggest they use positive situations to praise and encourage those qualities they want to reinforce in their children. For example, "that was a creative way to display your treasures" or "Thanks for your help. You're a hard worker and you're fun to be with." Connecting what your child is experiencing about himself with specific positive qualities helps him to begin to view himself in a positive way and to take ownership of those characteristics.

Encourage positive behaviour by noticing what your child is doing right. Combine this with ignoring negative behaviours as much as possible. Realize that one of the goals of misbehaviour is to gain attention. If children do not get enough attention for positive behaviour, they will do negative behaviour to gain your attention.
Give children attention when they are quietly absorbed in an activity. Examples: "You really like to watch those birds come to the feeder." "You are really working hard at that puzzle." "You look determined to finish that model/math problem."

The facilitator continues by introducing "grandma's rule":

To reduce the number of negative interactions and to increase the number of positive comments your child receives in a day, try using grandma's rule:

"You can ______ after or when ______." For example, you can play with your friends after you finish your homework.

Talk positively about your child in the company of others. Talking about your child to another person when your child is present or can overhear you has a stronger effect on her self-image than speaking to her directly. What is told or repeated to others seems to give it additional weight.

Display examples on Overhead #6. Ask participants to think about and discuss the messages these children are getting in the following situations, then discuss in small groups or as a whole group:

- "Billy had a lot of unsatisfactories on his report card. It's really not his fault; he has trouble learning."
  
  What message is this child getting?

- A parent worries aloud to her friend that her son is hyperactive. She says he bounces off the walls. He can't seem to settle into anything and it's driving her crazy. She says she is just lucky his sister is so calm and well-behaved or she doesn't know what she would do.

  What message is this child getting?

Discuss in small groups or as a whole group.

In both situations, direct or indirect labelling is occurring. Negative labelling is destructive to positive self-esteem. R.D. Laing, a psychoanalyst, tells us that families have such a powerful influence on the formation of self-concept that this process can be compared to hypnotism. Families, like hypnotists, convince people not only to behave in certain ways but to believe that they are actually certain things when they use labels (Lamanna, Mary Ann; Reidmann, Agnes. Marriages & Families, p. 259; Wadsworth Publishing Co., Belmont, CA, 1994).

Labelling takes place when a parent tells a child that he is certain things, such as lazy, stupid or clumsy. This is different from saying that a child is acting in a certain way, such as lazy.

Labelling is directed at the person instead of at the behaviour. A self-fulfilling prophecy can take hold when the child absorbs the negative self-image and begins to live up to the label.

As caregivers, we want to use the powerful influence we have to build our children's self-esteem by talking positively to our children and by avoiding labels.

Sometimes we use labels when we feel strong disapproval about what our children are doing, like hitting: "You are a bad boy."
Or when we want to send a strong message about our values: “You are selfish.” or, “You are such a slob.”

What can we do and say instead? We can separate the person from the behaviour. This means to avoid attaching character by dealing objectively with the behaviour that needs to be changed. Instead of saying, “You are such a slob!” (which attacks character and self-esteem), you can say, “Your room needs to be cleaned.”

Sometimes we label to explain behaviour. For example, “Sandy is so shy.” We say this instead of “Sometimes Sandy acts shy.”

You might ask if that's really so bad, it seems a pretty harmless label. Let's look at the consequences of that label.

Demonstrate the consequence by labelling one of the participants as “shy” and another as someone who “sometimes acts shy”.

The facilitator says,

If I were to ask both to lead an activity in front of the group, what might the different responses be?

The one who describes himself as “shy” will likely refuse, saying that he's too shy to do something like that. The other might feel a little hesitant but would probably give it a try.

You can see that being labelled “shy” can hold us back from learning experiences that could help us to develop as individuals and to accomplish our goals in life.

Discuss some indirect forms of labelling.

Describing behaviour using the words “never” and “always”. These words accuse and falsely describe behaviour. It would be a rare person who never or always did anything. They dismiss those times when a person has cooperated, listened, etc. They attack and tear down self-esteem as well as your relationships.

Examples from Handout #3:

• “You always interrupt!” or “You never listen!”

• “You never clean up after yourself”

What can you do instead?

• State how you feel.

• Describe the behaviour in factual terms.

• Tell what you want.
For example:

- "I feel frustrated when I am interrupted. Let me finish what I have to say and then I will listen to you."

- "I feel angry when I see this kind of mess. I count on your help to keep our home nice. Put your clothes in your room and the dishes in the sink."

Let's look at another form of indirect labelling: questions that don't have any real answers. This is a disguised form of communication that accuses and attacks self-esteem.

For example:

- "Why can't you be like your sister?"

- "Why are you so clumsy?"

- "How many times have I told you ... ?"

- "What is the matter with you?"

- "Where are your manners?"

Instead, factually describe the behaviour you observe, then state your expectation.

<table>
<thead>
<tr>
<th>Activity</th>
<th>CHILDREN LEARN WHAT THEY LIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>5-7 minutes</td>
</tr>
<tr>
<td>Materials</td>
<td>Handout #4</td>
</tr>
<tr>
<td>Purpose</td>
<td>To reinforce the effects of family communication on self-esteem.</td>
</tr>
</tbody>
</table>

Directions:

- Share the reading of the poem with participants.

- Ask volunteers to read 1 or 2 lines each.

- After the reading, give participants time to comment on the truths expressed in the poem.
Most researchers generally agree that there are two aspects of self-esteem we need to help our children develop:

- a belief in their worth as unique human beings
- a belief that they are capable

Display Overhead #7:

<table>
<thead>
<tr>
<th>SELF-ESTEEM</th>
<th>BELIEF</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Worthiness</td>
<td>I am worthwhile.</td>
</tr>
<tr>
<td>2. Competency</td>
<td>I am capable.</td>
</tr>
</tbody>
</table>

A child’s self-esteem will be positive to the extent that the child comes to value himself and to believe that he is capable.

A belief in your own worth. Good self-esteem is grounded in a belief that you are worthy, deserving of personal happiness and success, however you define it. This belief about yourself does not depend upon your performance. It does not come and go with your successes and failures, or depend on your ability to impress or please others. This sense of fundamental worthiness is important.

If you base all your worth on what you can do or what you possess (your work, your role as a parent, your role as a spouse, etc., your looks, talent, popularity or material possessions), what happens when you fail or lose that source of self-esteem? Life changes, things don’t always work out the way you had hoped. You may lose your job or retire, marriages end, children grow up, looks fade. If you base all your worth on any of these things, your self-esteem could be crushed by failure or loss.

Believing that you are worthy of personal happiness and success will help you to rebound after losses and motivate you to rebuild your life.
A belief that you are capable. Good self-esteem includes a belief that you are able to handle the responsibilities and challenges of your life. The belief that you can meet your needs and contribute to the lives of others (based on Nathaniel Branden’s definition from “The Six Pillars of Self-Esteem”, 1994).


We are going to look at these four conditions and break them down into practical skills that you can use at home.

Display Overhead #8:

Four home conditions associated with high self-esteem:

- The whole child is valued and accepted (acceptance, attention and affection).
- Clear and reasonable limits are placed on the child's behaviour. These limits are reinforced consistently.
- Respect for the child's individuality, opinions and rights. This relates to the use of power in the home – rules are negotiable.
- Parents model positive self-esteem.

Display Overhead #9:

The facilitator says, Let's look at the first condition.

The whole child is valued and accepted.

The following statements are messages that confirm your child's basic value. These are messages you want to give to nourish your child's self-esteem.

- You are welcome here. I'm glad you are part of this family.
- We love you for you – not for your looks, talents, or for meeting our expectations.
- Your needs are important.
- Your thoughts and feelings are important.
- You are one of a kind. You cannot be replaced.

How to give these messages:

- Tell your child
- Tone of voice
A FACILITATOR'S GUIDE FOR "SELF-ESTEEM"

- **Touch** your child
- **Time** spent with your child
- **Listen** to your child

<table>
<thead>
<tr>
<th>Activity</th>
<th>MESSAGES THAT AFFIRM SELF-ESTEEM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Duration</strong></td>
<td>15 minutes</td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td>Flip chart and marker, pens and paper for participants.</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>To reinforce the effects of family communication on self-esteem.</td>
</tr>
</tbody>
</table>

**Directions:**

- Have participants form small groups to brainstorm specific ways to send these messages by telling, tone of voice, touching, time spent with your child. (Leave "listen" out; the facilitator will introduce “Listen to Your Child.”)

- Have participants suggest things you can do with children of various ages (e.g. infants, preschoolers, ages 6-12, teens).

- Ask each group to assign a recorder to write down their ideas.

- Take turns sharing group responses to each section.

Emphasize these ideas during or following group responses to each topic as appropriate:

**Tell your child.**

- Tell your children that you love them.

- Say things like, "You are important to this family", "You have a beautiful smile", "You are fun to be with".

- Read and tell stories to children.

- Talk together about your child's day before she goes to sleep.

An important Golden Rule: Talk to your child the way you want to be talked to. Do not embarrass, call names, make fun of, don't use the child's name as a way of saying "no" or "stop".

**Talk to your child using a kind tone of voice.** Be firm in your expectations but show love and respect in your tone of voice.

- Sing lullabies to young children.
Touch your child.

- Earlier we said that babies learn a lot about their value by the way they are touched.
- If a baby is held and touched often and tenderly, not only to meet his physical needs, he will learn that he is loved and valued.
- There is never time to stop touching our children. Touch can take the form of a hug, an understanding hand on the shoulder, a kiss good night or good-bye, holding a hand, a back or foot massage, or snuggling up with a book.

Time spent with your child tells your child she is important to you.

- Set time aside daily to give your child your whole, undivided attention.
- Include your child in everyday routines and responsibilities.
- Include your children in your hobbies and teach them your skills.

Studies show that what we remember and cherish most about our childhoods is time spent with loved ones, not the toys or gifts we were given. Some of the best moments were relaxed and informal times when our families were just hanging around together.

Refer to the research stated in Handout #5, the article "Presents or Presence?"

Ask participants to share their memories of special family times.

The facilitator continues,

*The research of sociologist Nick Stinnet showed that one of the characteristics of "strong" families is that they make time for one another. They arrange their individual schedules so that the family will have time together (Lamanna and Reidmann, "Marriages and Families", 'Communication and Conflict Resolution in Marriages and Families', p. 279).*

Introduce the importance of listening as a way to affirm our children's value.

The facilitator says,

*Listening is more than hearing. Listening means to set aside your own thoughts and to give your full attention to understanding someone else. Listening is one of the most valuable gifts you can give your children and others. It shows friendship, love and respect.*

Often we do not listen well.

<table>
<thead>
<tr>
<th>Activity</th>
<th>BARRIERS TO COMMUNICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Materials</td>
<td>Flip chart and marker</td>
</tr>
<tr>
<td>Purpose</td>
<td>To help participants identify poor listening behaviours and their effects on communication.</td>
</tr>
</tbody>
</table>
Directions:

- Brainstorm barriers to listening with the whole group or divide into small groups to discuss.

- Ask participants to think about one or two people they know who are good listeners. Then think about one or two people who are not. What is the difference?

- Ask the participants to describe some of the things that poor listeners do.

Accept all answers.

You can expect such answers as:

- Only pretend to listen.
- Criticizing or labelling.
- Interrupting.
- Analysing feelings and motives of the speaker.
- Excessive questioning for their own purposes.
- Attempting to talk speaker out of his thoughts or feelings.
- Judging or blaming.
- Switching the topic.
- Continuing to do other things while listening.

Use examples from your own experience.

Display Overhead #10 ("Hockey Bag" scenario):

Your child comes into the house, throws down her hockey bag and says: “I can't believe it! We lost another game. We're no good. We're never going to make it to the playoffs.”

Ask participants to respond to this child with a variety of poor listening responses. Poor responses might include, "It's only a game", or "Put your bag in your room".

Ask participants to think about what the child's response to these poor listening responses might be.

For example, the child might defend himself, argue, walk out, feel misunderstood, frustrated and put down.

Ask participants to turn to Handout #5, "Positive Ways to Listen". Introduce positive ways to listen, expand on points, and give examples.

Positive Ways to Listen

- Go to a quiet place away from noise and distractions.

- Think about the way you like to be listened to.

- Give your child your full attention. Don't do other things while your child is talking.
• Listen to your child when she speaks, without interruption by unnecessary comments or questions.

• Don't give in to the temptation to moralize or give advice.

• Keep in mind how you would feel if you were your child.

• Encourage your child to talk by saying things like, "Tell me more", and by asking open-ended questions such as, "How did you feel about that?" or "Then what happened?"

• Show interest by your body language. For example, lean forward slightly, look at your child, nod your head.

• Stay calm. Becoming upset will only add to your child's distress.

• Listen for feelings as well as facts. Listen to your child's tone of voice and body language as well as listening to her words.

• Don't allow yourself to get sidetracked by your own issues.

Keep listening from your child's point of view.

We need to listen in ways that will gain our children's trust to confide in us. This means not judging, advising or trying to talk our children out of their feelings, by saying for example, "It's not the end of the world" or "don't be such a baby".

Your child's feelings belong to her and she has a right to them. This does not mean she has a right to express her feelings in a harmful way, but simply that she has a right to feel the way she does.

Sometimes all children need someone to listen. When we listen to understand and avoid trying to solve our children's problems for them, we show our confidence in their ability to work out their own solutions. As a result, children learn that they are capable, that they can cope with their feelings, and with life. This enhances their self-esteem.

About anger:

Research tells us that when people can express their feelings and find acceptance, they are less likely to act out negative feelings. Children who can express their anger using words are less likely to use their fists.

We are going to look at a way to listen to children that is especially effective when children are upset or have a problem. It is called empathic listening.

This way of listening involves putting in your own words what you think your child is saying and feeling. Your tone of voice should reflect the intensity of what your child seems to be feeling.
Display Overhead #11.

The formula responses are meant to help you begin to use this skill: State what the child seems to be feeling in the first blank with a “feeling” word. In your own words, state the content of the message in the second blank.

- You felt feeling word when describe situation.
  
  For example: “You felt embarrassed when your work was discussed in front of the others.”

- You feel _________ because _________.

You can make your statement more tentative by beginning with “It sounds like you feel . . .” or “You seem . . .”

- It sounds like you felt _________ when _________.

- You seem _________ because _________.

For example: “You seem really disappointed because you weren't invited to Shawn's party.”

<table>
<thead>
<tr>
<th>Activity</th>
<th>EMPATHIC LISTENING SKILLS ROLE PLAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>20-25 minutes</td>
</tr>
<tr>
<td>Materials</td>
<td>Handout #7; Overhead #11; pens for participants</td>
</tr>
<tr>
<td>Purpose</td>
<td>To provide participants with hands-on communication skills practice.</td>
</tr>
</tbody>
</table>

Directions:

- Ask two participants to role play “The Hockey bag” scenario using empathic listening skills.

- Ask participants to turn to Handout #6; pair participants and prepare them for skills practice as indicated.

Role Play

Your child comes into the house, throws down her hockey bag and says,

“I can't believe it. We lost another game. We're no good. We're never going to make it to the playoffs.”
Parent: You sound really disappointed about losing the game.

Child: Yeah, I really thought we could win this time. We spent so much time practising.

Parent: Yes, you did.

Child: Oh well, I guess this means more practice. We have a lot of fun at practice, and this is only our 4th game anyway. It takes time to get used to working as a team.

The facilitator says,

_This parent used empathic listening skills to help his child express and understand what she was experiencing. By being listened to in this way, the child was able to work through her feelings to a realistic outlook. Very little needed to be said._

Ask participants to pair up.

The facilitator says,

_You are going to have the opportunity to practice empathic listening skills in which you will listen actively and reflect the child's thoughts and feelings without judgement._

_You may want to begin with one of the formula responses we talked about on the overhead, or any variation that feels natural to you._

Display formula responses on Overhead #11.

Assign one or more situations to each pair. Ask each pair to record an empathic listening response to the child's statement in the space provided. After several minutes, ask each pair to role play the child's statement (assigned to them) and their empathic listening response before the whole group. Ask participants to listen for the identification of a feeling word and a restatement of the message during each role play.

Remind participants to keep the rules of listening in mind.

_The skill of empathic listening takes practice to begin to feel natural. Remember to reflect the intensity of what your child is feeling in your tone of voice and choice of words. Otherwise, your child may not feel that you care or understand. Be careful not to repeat the child's words exactly or the child may say, "I just said that". Put what you hear being said into your own words._
Some Practice Situations

- The kids tease me about my big ears. I'm not going to school anymore.
- I missed 2 shifts today. The coach always gives the good players more ice time.
- I hate my baby sister. She's stupid and all she does is cry and expect everybody to do things for her.
- Why do I have to come in at 9:00 o'clock? None of my friends have to come home this early.
- Somebody stole my gym clothes from the locker room.
- I hate these braces. They make me look ugly. Tell the dentist to take them off.
- Karen told my new friend, Julie, that I tell secrets. Now Julie won't talk to me. I'm going to get back at Karen.
- This is the worst summer of my life. I want to move back to where we lived before.
- I'm stupid. I can't even get the words right in a baby book.
- I look like a freak from another planet. Put some snow on these zits and you could ski down them. Nobody will want to go to the dance with me.
- My goldfish is dead.
- That doctor is bad. He hurt me with that needle.

Listening to children will gain their trust to confide in you.
Part IV (1 hour, 15 minutes)

<table>
<thead>
<tr>
<th>Topics</th>
<th>PARENTING STYLES AND THEIR EFFECTS ON SELF-ESTEEM AND COMMUNICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TEACHING RESPONSIBILITY THROUGH NATURAL AND LOGICAL CONSEQUENCES AND CHOICES</td>
</tr>
<tr>
<td>Purpose</td>
<td>To increase participants’ awareness of how different parenting styles affect children's self-esteem, communication, and behaviour.</td>
</tr>
<tr>
<td></td>
<td>To explore and discuss ways in which caregivers can increase cooperation, independence and responsible behaviour.</td>
</tr>
<tr>
<td>Materials</td>
<td>Overheads #12, 13, and 14; Handout #8; pens and paper for participants; flip chart and marker.</td>
</tr>
</tbody>
</table>

The facilitator says,

*The way you talk and listen to your child affects his self-esteem which, in turn, affects the way he behaves. Accepting children's feelings does not mean accepting inappropriate behaviour. It is important to set limits on children's behaviour while allowing them the freedom to experience the range of their emotions.*

The facilitator introduces the next two home conditions associated with high self-esteem.

*The second condition associated with high self-esteem concerns the importance of setting and enforcing clear and reasonable limits. The third condition respects the child's right to negotiate those limits.*

Display Overhead #12:

- Clear and reasonable limits are placed on a child's behaviour and consistently reinforced.
- Respect for the child's individuality, opinions and rights (relates to the use of power in the home).

To introduce background information on the second condition, print the following questions on the flip chart:

- Why are routines important in the home?
- Why are rules necessary?

Divide the participants into small groups for discussion.

Bring the whole group back together to share and discuss responses.
Draw out the following points:

Rules and routines help keep family life orderly and smooth. Routines help to make sure that important things will be done regularly (for example, brushing teeth, cleaning up, doing homework). When helpful routines become automatic, they become good habits and don't require as much effort. Good habits are strengths that help us organize and cope with life.

Rules in families, like rules in society, help secure the rights of everyone. Without rules, people would do whatever they wanted even if it meant harming others. People with greater size or influence would have their way at the expense of everyone else. Most people would be unhappy. Rules remind people that they have to consider the rights of others, and the enforcement of rules helps every person to feel secure and justly treated.

We are going to look at three different parenting types because each type uses power differently. The different uses of power in the family have different effects on self-esteem and on communication within the family.

<table>
<thead>
<tr>
<th>Activity</th>
<th>PARENTING STYLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Materials</td>
<td>Flip chart and marker; pens and paper for participants.</td>
</tr>
<tr>
<td>Purpose</td>
<td>To help participants understand how the distribution of power in the family affects self-esteem and behaviour.</td>
</tr>
</tbody>
</table>

Directions:

- Print the parenting types and the example statements on the flip chart.
- Ask participants to divide into small groups to discuss how the child and parent would react in each style of parenting, and to determine who has the power.
- Discuss the ideas as a whole group.
MONARCH

Parent says, "Do what I say because I say so. You don't have a say."

Ask: Who has the power in the family?
Answer: Parent has all

Ask: How does the child react and feel?
Answers: Rebels, passive and withdrawn, resentful, untrustworthy, unvalued, diminished.

Ask: How does the parent behave and enforce control?
Answer: Gives orders and expects obedience; little or no explanations for instructions; few choices; controls behaviour through rewards and punishments.

Ask: How does the parent feel?
Answers: Out of touch, isolated, disrespected, distrustful, uncertain.

MOUSE

Parent says, "Do whatever you want."

There are few rules or restrictions of freedom. Example, goes to bed when wants, stays out as late as wants, eats when wants, completing homework is not enforced, few or no chores or responsibilities.

Ask: Who has the power?
Answer: The child has control.

Ask: How does the child react and feel?
Answers: Demanding, out of control, insecure, can't get along with those in authority, confused, low self-esteem.

Ask: How does the parent feel?
Answers: Resentful, helpful, disrespected.

MENTOR

Parent says, "I will lead with your input."

Ask: Who has the power in the family?
Answer: Parents are in control but power to influence decisions is shared with children.

Ask: How does the child feel and react to parents?
Answers: Valued, respected, important, cooperative, respectful.

Ask: What is the parents' experience?

Possible answers: Feel respected and respectful, in touch with feelings and needs of family members, able to communicate and problem-solve together, confident, positive.

The facilitator says,

Let’s go back and look at some of the problems linked to the first style. As “Monarch”, the parent claims an absolute right to dictate and expect obedience. Children are taught to obey through rewards and punishment.

What are some of the problems parents encounter when using material rewards to get children to cooperate?

Brainstorm as a group.

Possible answers:

• The problem with using material rewards to get children to cooperate is that children can come to expect them.
• Children may learn to cooperate based on what kind of a reward they will receive for their efforts.
• If the child does not like the reward, he may not be willing to cooperate.
• Material rewards keep the focus on external satisfactions.
• Using rewards to gain cooperation does not help our children to develop the internal satisfaction and pride that comes from contributing to the well-being of the family.

The facilitator introduces the problems associated with using punishment as a way to discipline.

Discipline means “to teach”.
Punishment means “to inflict harm”.

The goal of parental discipline is to teach self-discipline.

Ask participants to name some forms of punishment. General examples may include arbitrarily taking away a possession or privilege, spanking, grounding not related to the misbehaviour. Some specific examples include “grounded for a month”, or “no television for a week”.

Punishment may work in the short term as a way to control behaviour, but it is an ineffective way to teach self-discipline.
Display Overhead #13: The Problem with Punishment.

The following points are adapted from "Active Parenting" by Michael H. Popkin, Ph.D., Active Parenting Publishers, Inc.: Atlanta, Georgia, 1993; and "loving your child is not enough" by Nancy Samalin, Penguin Books; New York, 1987.

- **Often leads to a battle of wills.**

  Punishment often leads to power struggles instead of cooperation. As we said earlier, demanding obedience through the use of punishment can result in feelings of helplessness, withdrawal and passivity or aggression and rebellion. Rebellion frequently occurs in the teenage years.

- **It teaches unthinking obedience instead of responsible behaviour.**

  The danger in teaching unthinking obedience – "do what I say because I say so" – is that children may transfer this blind obedience to the leaders of their peer group later. They are also likely to blame others for their actions.

  Blindly following others can be dangerous and will not teach responsible behaviour. We want our children to learn to think for themselves. This involves thinking their choices through to the logical consequences and taking responsibility for the outcome of their decisions.

- **Punishment is often an angry reaction to misbehaviour.**

  It can be a quick and angry reaction to misbehaviour that may seem unjust to the child. Because it is reactive, the punishment may change depending on the mood of the parent. What is overlooked one day, may be enforced the next. The child can't predict the outcome of his behaviour and this can effect his sense of security and self-esteem. Because the punishment is often unrelated to the misbehaviour, it fails to teach the child responsible behaviour.

- **Behaviour is motivated by a desire to avoid punishment instead of to feel good about oneself.**

  We want our children to learn to do what is right because of their beliefs about right and wrong, not just to avoid punishment. If a child does not have an internalized sense of right and wrong, what happens when parents or other authorities are not around? Children learn to do things to avoid punishment instead of choosing to do the right things because they feel good about themselves when they do. Children may learn to avoid punishment by finding ways not to get caught.

- **Can be a barrier to communication** by replacing opportunities to talk and work out problems together. This isolates both the parent and the child.

- **Sets an example of how power and size can be used to control others.**

  This can encourage feelings of resentment or revenge: "Just wait until I'm big and grown up."
The facilitator says,

*Let's return to the "Mentor" style of parenting – "I will lead with your input."

The "Mentor" style of parenting is associated with positive self-esteem in children:

- Guides development of child
- Structures routine and rules to teach self-discipline and independence
- Respects rights of all family members
- Acknowledges and accepts child's thoughts and feelings
- Respects child's individuality
- Rules can be negotiated because child's thoughts and feelings are valued

*This style teaches self-discipline and responsibility through the use of choices and natural and logical consequences as an alternative to punishment.*

Natural consequences are the natural results of our actions. Parents do not have to impose a consequence.

*Example Situation #1: Child does not wear a hat on a cold day. What is the natural consequence? The child's ears will get cold.*

*Example Situation #2: Child leaves a toy in the driveway. What is the natural consequence? The toy may get run over or stolen.*

Reinforce:

In these situations, the parent does not have to impose consequences - they occur as a natural result of the child's behaviour.

When NOT to use natural consequences:

- When the consequences would harm the child (running out into the street, playing with matches)
- When the consequences are too distant to be meaningful (not brushing teeth will eventually cause cavities; not doing homework may lead to failure at school)
- When the child does not understand the significance of the consequence (watching television for hours on end)
- When the child's behaviour interferes with the rights of others, or is hurtful to others (such as hitting)

Above points #1, 2, and 4 are adapted from Michael H. Popkin, Ph.D., "Active Parenting", page 99)
Logical consequences are the logical results that parents establish when family rules are broken. They are fair and appropriate outcomes of behaviour.

*Example Situation #1: Child breaks sibling’s toy. What is a logical consequence? To repair or replace the toy.*

*Example Situation #2: Child spills milk. What is a logical consequence? Child cleans up the milk.*

### Activity
**PRACTICE IN DETERMINING NATURAL AND LOGICAL CONSEQUENCES**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
<th>Materials</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Overhead #14; flip chart and marker; pens and paper for participants</td>
<td>To provide participants with an opportunity to practice applying natural and logical consequences.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>To learn from other parents' experiences.</td>
</tr>
</tbody>
</table>

**Directions:**

- Print example situations from your own experiences on to the flip chart.
- Ask participants to form groups of 3-4 members to brainstorm natural and logical consequences that might be applied in these situations.

The facilitator says,

*Children need to know the consequences of breaking important family rules in advance. This allows them to choose their behaviour in full knowledge of the consequences. Be consistent and follow through.*

*Encouraging children to help set fair consequences will increase their cooperation and acceptance of the consequences.*

### Activity
**THE POWER OF CHOICE**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
<th>Materials</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Handout #7</td>
<td>To discuss giving children choices as a powerful way to win cooperation, increase independence, and teach responsibility.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>To give parents an opportunity to share their wisdom and experience, and to learn from one another</td>
</tr>
</tbody>
</table>
Directions:

• Ask participants to turn to Handout #7.

• Introduce the topic as follows:

The facilitator says,

*It is important that children learn to make choices early in life. Giving young children choices that have no harmful consequences will give them experience in making decisions that will help them make the serious ones better.*

*During the teen years, young people will be faced with choices about whether to use drugs and alcohol, accept dares, have sex, or to engage in other potentially harmful activities. They will need experience in thinking choices through to their consequences and taking responsibility for the outcome of their decisions.*

*When we give children choices, we also show appreciation for their individuality as well as respect and confidence in their ability to make their own decisions. Allowing children to make age-appropriate decisions and allowing them to experience the outcome of those decisions teaches responsible behaviour and increases self-confidence and independence.*

• Provide a couple of examples of choices recommended on the Handout for each age group. Point out the gradual increase in responsibility.

• Ask participants to form small groups to share ways in which they give choices to their children and how they might increase the number of choices they give.

• Ask them to think about how the choices they suggest might teach responsibility, increase cooperation and independence.

• After 5-7 minutes, ask groups to share their responses.
Handout #8: The Power of Choice

By giving young children harmless choices and opportunities to make decisions affecting their lives, they will be prepared to make the serious ones later. If children have opportunities to experience the natural and logical consequences of their choices, they will learn to think before they act.

By giving children choices, we demonstrate respect for their individuality and show confidence in their ability to make their own decisions.

**Choices must be appropriate to age and ability**

**Ages 1-5:**
- Would you like orange juice or apple juice for breakfast?
- Would you like to take your bath before or after your snack?
- Do you want to wear your jogging pants or your jeans?
- Who do you want to invite to your birthday party?
- Which book would you like me to read to you?

**Ages 6-12:**
- Do you want to do your homework before or after supper?
- Here is a list of family chores. Let's talk about which ones you would like to do.

  Depending on the age of the child, she can help to decide things like:
  
  - where to spend family vacation
  - help to make up family rules and consequences
  - choose from parent-approved television shows
  - feed, groom and walk pets
  - decide how to celebrate a birthday, whom to invite, and what to eat
  - make dessert or a whole meal for the family
  - responsible for getting up on time in the morning (has own alarm clock)

**Ages 12 and Over:**

Increase responsibility as a member of the family:

- may make a meal for the family once a week
- shovel snow, take out the garbage, do dishes, or other chores regularly
- help with painting and repairs around the house
- help with grocery shopping
- shop for own clothes with a clothing allowance
- make own decisions about clothes, music and hairstyle. makes own lunch
- takes care of own room and possessions
- learns to do own laundry
- continues to help make family decisions
Introduce the last condition associated with high self-esteem:

*Parents model positive self-esteem.*

<table>
<thead>
<tr>
<th>Activity</th>
<th>HOW TO MODEL GOOD SELF-ESTEEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Purpose</td>
<td>To think about and discuss practical ways in which parents can be models of good self-esteem to their children.</td>
</tr>
</tbody>
</table>

The facilitator says,

*Brainstorm in small groups things you can do to show you respect and care about yourself*

After five minutes, ask group members to share their suggestions with the whole group.
Part V (1.5—2 hours)

<table>
<thead>
<tr>
<th>Topic</th>
<th>CREATING AN INSPIRATIONAL POSTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>To provide participants with an opportunity to reflect on meaningful values they would like to pass on to their children.</td>
</tr>
<tr>
<td></td>
<td>To provide caregivers with an opportunity to create a unique gift of encouragement to give to a child.</td>
</tr>
<tr>
<td></td>
<td>To provide participants with an opportunity to talk and share informally with one another.</td>
</tr>
<tr>
<td>Materials</td>
<td>One 22” x 14” bristol board per participant; one-hole punch; coloured yarn; stencils (letters, designs and borders); coloured pencils and markers; sample poster; books with inspirational phrases.</td>
</tr>
</tbody>
</table>

Directions:

- Show one or two sample posters.
- Brainstorm inspirational phrases with participants and share your favourites.
- Encourage participants to browse through the books of wisdom and inspiration to help them get started.

The facilitator says,

*In this activity you will have the opportunity to make a hanging plaque bearing an uplifting, personally meaningful phrase to keep or to give to your child or children.*
Part VI (15 minutes)

<table>
<thead>
<tr>
<th>Topic</th>
<th>SUMMARY, FINAL QUESTIONS &amp; EVALUATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials</td>
<td>Evaluation forms and pens.</td>
</tr>
</tbody>
</table>

Directions:

- Ask participants to summarize the workshop by having each person state something helpful they learned in the workshop.
- Explain the handouts that were not discussed during the workshop (Handouts #9 and #10, as well as others you may have included).
- Answer any final questions.
- Ask participants to complete their evaluation forms.
A FACILITATOR'S GUIDE FOR "SELF-ESTEEM

References


* Recommended reading for parents and caregivers

Every effort has been made to trace ownership of copyright material. We would appreciate any information which would enable us to give due credit in future acknowledgements.
OVERHEADS

for Self-Esteem
List of Overheads

1. Human Resources Canada: Characteristics of Low Self-Esteem
2. Who Am I?
3. "Tall Young Girl": Comparison of Self-Concept and Self-Esteem
4. The Birth of Self-Concept
5. How Self-Concept Develops
6. Sample Situations: What We Say and Children's Self-Esteem
7. Two Types of Self-Esteem
8. Four Home Conditions Associated with High Self-Esteem
9. Messages that Affirm Children's Basic Value and Competence
10. Listening: "Hockey Bag" Scenario
11. Empathic Listening
12. Parenting Styles and the Effects on Self-Esteem and Communication
13. The Problem with Punishment
14. Natural and Logical Consequences
Overhead #1

(1) People with poor self-esteem may:

Be very shy.
Feel upset a lot.
Be hard on themselves.
Worry a lot.
Feel timid or not as good as other people.
Not like themselves very much.
Complain about things.
Be sad a lot of the time.
Prefer to be alone.
Feel they don't make friends easily.
Feel they have to do things because other people do them
Not always say what they really think and feel.
Avoid being in charge.
Be very unsure of themselves.
Accept defeat.

1 from Human Resources Canada: PALS Facilitator's Guide.
Overhead #2

Who am I?

I am a shy person.
I love chocolate.
I feel life is what you make it.
I don't like people who are late.
I wish I was single again.
My faith makes me strong.
I worry about everything.
My dad is my best friend.
I have a hard time saying "no" to people.
I am a romantic person.
I get mad easily.
I am a mother, father, grandmother ....
I like to build things.
I am stressed.
I learn better by doing things.
I love to cook.
People come to me when they have problems.
I'm a homemaker, office worker, driver ....
I am afraid of growing old.
Overhead #3

Tall Young Girl
Overhead #4

The Birth of Self-Concept

When babies are born, they don't know who they are.

They learn about who they are.

They learn from:

- the people who take care of them
- their bodies and senses
Overhead #5

How Self-Concept Grows

The "Looking Glass Self"\(^{(2)}\)

When I look at other people . . . .

- Am I more than other people?

- Am I less than other people?

- Am I the same or different?

_____________________________________

Don't Talk About Problems in Front of Your Child

1. "Billy did not do well on his report card. It's not his fault. He has trouble learning."

   What does the child hear?

2. A parent tells her friend that her son is hyperactive. She says he bounces off the walls. He can't focus on anything. It's driving her crazy. She says she is lucky that his sister is so calm and behaves well. Otherwise, she would not know what to do.

   What does the child hear?
Two Basic Beliefs of Good Self-Esteem

I am worthy.

I can do many things well.
Stanley Coopersmith does research. He says there are four things at home that affect a child's self-esteem:

1. The whole child is valued and accepted. This includes acceptance, attention and affection.
2. Clear and fair limits are put on how the child behaves. These limits don't keep changing.
3. There is respect for the child. There is respect for her opinions. She has rights.
4. Parents have good self-esteem.
Overhead #9

The first thing that helps a child have good self-esteem:

The whole child is valued and accepted. This includes acceptance, attention and affection.

Messages that make your child feel valued:

- You are welcome here.
- We love you for you.
- Your needs are important.
- Your thoughts are important.
- Your feelings are important.
- You are one of a kind.

How to give these messages:

- Tell your child.
- Tone of voice.
- Touch your child.
- Spend time with your child.
- Listen to Your child.
Your child comes into the house. She throws down her hockey bag.

She says, "I can't believe it. We lost another game. We're no good. We're never going to make it to the playoffs."
Overhead #11

Empathic Listening

Listen to your child without trying to solve his problems. This shows him you know he can work things out for himself. He will learn that he is able to do things.

He will learn that he can cope with his feelings. He will be able to cope with life.

Two Examples

1. You felt ____________________ when ____________________.

2. Sounds like you feel ____________________ because ____________________.
Mr. Coopersmith says there are two more things at home that affect a child's self-esteem:

2. Clear and fair limits are put on how the child behaves. These limits don't keep changing.

3. There is respect for the child. There is respect for her opinions. She has rights.

Not all parents are alike. They have different styles. These styles affect a child's self-esteem. They affect the way a family talks to each other.

There are three different styles:

1. Monarch:
   
   "Do as I say because I say so. You don't have any say."

2. Mouse:

   "Do whatever you want."

3. Mentor:

   "I will listen to you. Your input is important."
The Problem with Punishment

1. Can lead to fights.
2. Teaches the child to simply obey. He should learn how to be responsible.
3. It can come from anger.
4. Your child will try to avoid punishment. It won’t help him feel good about himself.
5. It makes it hard to talk to him. It makes it hard to solve problems.
6. It shows your child that size and power can be used to control other people.
Natural and Logical Consequences

**Natural consequences** are the results of our actions. When we act certain way, there will be consequences. Parents don't have to make them up – they just happen.

**Logical consequences** are what happens when we break rules. Families have rules so everybody can get along. The rules are fair If we break the rules, we know what will happen.
ROLE PLAY
for Self-Esteem
Role Play

Child: "I can't believe it. We lost another game. We're no good. We're never going to make it to the playoffs."

Parent: "You sound very upset about losing."

Child: "I thought we could win this time. We practised a lot."

Parent: "Yes, you did."

Child: "Oh, well. I guess we have to practice more. This is only our 4th game. It will take time to be a good team."
List of Handouts

1. Visualization Exercise
2. Who Am I?
3. Make a Cycle of Success
4. "Children Learn What They Live"
5. Presents or Presence?
6. Positive Ways to Listen
7. Practice Situations
8. The Power of Choice
9. "Parent to Parent" poem
10. "Handprint" poem
11. Workshop Evaluation
Handout #1

Visualization Exercise

<table>
<thead>
<tr>
<th>What I want my child to be.</th>
<th>What I want my child to have.</th>
<th>What I can do to help.</th>
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Handout #2

Who Am I?

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Handout #3

Make a Cycle of Success

• Don't talk badly about your child. Don't talk badly to your child.

• Speak well of your child to other people. Praise them when talking to others.

Don't say:

Sara’s marks were very bad. We had to give her special help.

Say:

Sara has been working hard. She is doing very well. Her marks are getting better. She is proud of herself. We are proud of her, too.

Don't say:

You can't go out. You didn't do your homework.

Say:

You can go out after you do your homework.

• Don't use labels. Split the person from how he or she acts.

Don't say:

Stop hitting! You are a bad boy!

Say:

Hitting is not good. Tell me in words why you are so mad.

Don't say:

You are a slob!

Say:

Your room needs to be cleaned.

Don't say:

Sandy is so shy.
Say:

_Sometimes Sandy acts shy._

- Don’t use the words "never" and "always". These statements are not true. They hurt a child's self-esteem. They ignore the times the child did listen and try.

- Say what you feel. Say what you don't like. Tell them what to do.

Don't say:

_You always leave a mess._

Say:

_I get mad when I see this big mess. I need you to help me keep the house nice. Put your toys in your room. Put the dishes in the sink._

Don't say:

_You never listen._

Say:

_I don't like it when you interrupt. Let me finish what I have to say. Then I will listen to you._

- Don't ask questions that don't have answers.

- Tell the child what you want.

Don't say:

_What is the matter with you?_  
_Why are you so clumsy?_  
_How many times do I have to tell you ... ?_

- Don't expect bad things all the time.

- Teach the child to expect the best.

Don't say:

_Don't touch it. You will break it._

Say:

_Let me show you. Hold it gently._
Don't say:

Get out of that tree! You will break your leg!

Say:

Wow! You are very brave! Let me take a picture of you!

- Don't expect too much.
- Be realistic

Don't say:

I see you got 9 out of 10 on your test. How come you missed one?

Say:

You must feel very proud.

Don't say to a very young child:

I've told you not to slam the door. You know your baby sister is sleeping.

Whisper:

We don't want to wake up Jenny. Show me how quietly you can close the door. (Show him how; then let him try again.)

Then say:

You are so quiet. You could sneak by a sleeping lion.

Make a game of it. You will have to tell young children over and over.

- Don't focus on what is wrong.
- Focus on what is right.

Don't say:

You spelled this word wrong.

Say:

I like the way you wrote ...

Don't say:

It looks good. But you coloured outside the lines here.
Say:

*I like the colours you picked.*

Don't say:

*You should write more neatly.*

Say:

*You made it very clear. I like the examples you used. The ending was very good. I did not think of that.*

Don't say:

*You did the dishes. But you didn't put the towel away.*

Say:

*The dishes are shining. Thank you for your help.*

Don't say:

*That's not the word, "home". It's "house".*

Ignore some mistakes if your child grasps the meaning.

- **Don't do things for the child that he can do himself.**

- **Allow him to do things for himself.**

Don't say:

*Here. Let me do it.*

Teach him in small steps.

Let him do what he knows.

Give him time to try. Tell him what he's doing right.

*That's right. You're getting it.*

Slowly stop helping him. Let him do more and more.
Children Learn What They Live
A poem by Dorothy Law Nolte

If a child lives with criticism, he learns to condemn.

If a child lives with hostility, he learns to fight.

If a child lives with ridicule, he learns to be shy.

If a child lives with shame, he learns to feel guilty.

If a child lives with tolerance, he learns to be patient.

If a child lives with encouragement, he learns confidence.

If a child lives with praise, he learns to appreciate.

If a child lives with fairness, he learns justice.

If a child lives with security, he learns to have faith.

If a child lives with approval, he learns to like himself.

If a child lives with acceptance and friendship,
he learns to find love in the world.
Handout #5

Presents or Presence?\(^{(1)}\)
by Shirley J. O'Brien

It started a long time ago. My cousin and I were about 5 or 6 years old. Every Thursday, our mothers would take us to the "Hermiston Herald". That was the local newspaper. We had a job. We waited until the papers were printed. Then we stacked them in neat piles of 10 papers. It wasn't hard. The paper was only 8 pages. One of our mothers would tie 10 papers together. She would put them at the back door. They would be loaded into an old Model A car. I still remember the excitement. I liked the noise. I liked the smell of the wet ink. My father and uncle were very proud of the paper. They delivered the paper to everyone in the town – about 3,000 people before the Second World War.

Near the back door, my cousin and I had our own desks and chairs. There was lots of paper and pencils and glue and scissors. When we had finished our job, we could "work" at our desks. We waited until our parents had cleaned everything up. When everything was cleaned up, we would go out for dinner. This was a big treat. It was a reward for everyone's hard work.

These things happened almost 50 years ago. But I remember them really well! Lots of people have special memories of things they did with their parents. There was a survey of 87 college students. It showed that special moments with parents leave a lasting mark on us. The students were asked what made them happiest when they were children. 89% said it was doing simple things with the parents or a close friend. They remembered things like going for a hike, a bike ride, camping, a picnic, swimming, or a special car ride. They shared these times with their parents. 60% of the students said their parents were the best people to share these things with. 75 of the students said people were the main reason for their happy childhood.

Where did presents and gifts fit in? 39% of the college students said that some toys had made them happy. It wasn't the fancy toys they listed. It was things like bikes. Then doing something with their parents or brothers and sisters. Stuff for baseball was a good gift. It was also used with friends and family.

These college students were part of a psychology class. They were from lower-middle class and middle class families. If you look at your early memories, I think some of your happy ones would be like ours.

What memories are you and your child making together? Do you sense when your child needs your time and energy? Do you feel you have less and less time? You are not alone in feeling that.

It gets harder in the business world. Some bosses say people who work "only" 8 hours a day are lazy. Some people are afraid to leave work before the boss. This means missing a small child's bedtime. Bosses ask their workers to work on weekends to catch up.

\(^{(1)}\) from "Childhood Education". Shirley J. O'Brien is Assistant Director, Cooperative Extension, University of Arizona, Tucson.
Handout #6

Positive Ways to Listen

1. Go to a quiet place. Get away from noise and where it's busy.

2. Think about how you like people to listen to you.

3. Give your child your full attention. Don't do other things while he is talking.

4. Let your child speak. Don't stop him with questions and comments.

5. Don't tell him what to do or think. Don't give him advice.

6. Keep in mind how you would feel if you were him.

7. Get him to say more by saying things like, "Tell me more". Ask questions like "How did you feel about that" or "Then what happened?"

8. Use your body to show you are interested. Lean forward. Look at your child. Nod your head.

9. Stay calm. If you get upset, you will upset your child more.

10. Listen to your child's feelings. Listen to his tone of voice. Watch his body language. These are as important as his words.

11. Stay focused on your child.

   Keep listening from your child's point-of-view.
Handout #7

Practice Situations

1. The other kids say I have big ears. I'm not going to school anymore.

2. I didn't get to play a lot today. The coach likes good players better. They get more ice time.

3. I hate my baby sister. She's stupid. All she does is cry. She wants everyone to do things for her.

4. Why do I have to come in at 9 o'clock? My friends don't have to come in that early.

5. Somebody stole my gym clothes. They took them from my locker.

6. I hate these braces. They make me look ugly. Tell the dentist to take them off.

7. Karen told my new friend, Julie, that I tell secrets. Now Julie won't talk to me. I'm going to get back at Karen.

8. I hate this summer. It's the worst ever. I want to move back where we were.

9. I'm stupid. I can't even read a baby book.

10. I look like I'm from another planet. Put snow on these zits. You could ski down them. No one wants to go to the dance with me.

11. My goldfish is dead.

12. That doctor is bad. He hurt me with the needle.

Listen to your child. You will gain their trust. They will learn to tell you things.
Handout #8

The Power of Choice

Even young children should be able to make choices. They should make choices that are harmless and right for their age. It is good practice. They will learn how to make more important choices as they get older.

Children will learn about consequences. This will teach them to think before they act.

By giving children choices, we show them respect. We show them we know that they are able to do things.

Choices should be right for the child’s age. They should be right for what the child is able to do.

**Ages 1-5**

Would you like orange juice or apple juice?

Do you want to take your bath before or after your snack?

Do you want to wear your jogging pants or your jeans?

Who do you want to ask to your birthday party?

Which book do you want me to read to you?

**Ages 6-12**

Do you want to do your homework before or after supper?

Here is a list of family chores. Let’s talk about what you would like to do.

If he is able, he can also help with:

- what to do for the family vacation
- making up family rules
- what television shows he can watch
- taking care of family pets
- planning a birthday party
• making dessert or a whole meal
• getting up in time in the morning

Ages 12 and older

Give the child more responsibility as a member of the family:
• make a meal once a week
• shovel snow, take out the garbage, do dishes, or help with other chores
• help with painting and other repairs
• help with food shopping
• shop for her own clothes, using her allowance
• choose his clothes, haircut, and music
• make his own lunch
• take care of her own room and things
• learn to wash and dry clothes
• continue to help make family decisions
My dishes went unwashed today,
I didn't make the bed
I took his hand and followed
here his eager footsteps led.

Oh yes, we went adventuring,
My little son and I
Exploring all the great outdoors
Beneath the summer sky.

We waded in a crystal stream,
We wandered through a wood
My kitchen wasn't swept today
But life was gay and good.

We found a cool sun-dappled glade
and now my small son knows
How Mother Bunny hides her nest,
Where Jack-in-pulpit grows.

We watched a robin feed her young,
We climbed a sunlit hill......
Saw cloud-sheep scamper through the sky,
We plucked a daffodill.

That my house was neglected,
That I didn't brush the stairs,
In twenty years, no one on earth
Will know, or even care.

But that I've helped my little boy
To noble manhood grow,
In twenty years, the whole wide world
May look and see and know.
Handout #10

The "Handprint" Poem

To:

Sometimes you get discouraged
Because I am so small
And always leave my fingerprints
On furniture and walls.

But every day I'm growing up
And soon I'll be so tall
That all those little fingerprints
Will be hard to recall.

So here is a special handprint'
Just so that you can say
This is how my fingers looked
When I placed them here today.

From:
## Workshop Evaluation

<table>
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<tr>
<th>Name of Workshop:</th>
<th>Name of Presenter:</th>
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### What did you think?

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<tr>
<th>Question</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
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<tr>
<td>Did the presenter know the subject very well?</td>
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<tr>
<td>Was the workshop well organized?</td>
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<td>How was the content?</td>
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<td>Did lots of people join in?</td>
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<td>Was the workshop well done?</td>
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<tr>
<td>Did you enjoy the workshop?</td>
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### I liked:
- __________________________________________
- __________________________________________
- __________________________________________

### I did not like:
- __________________________________________
- __________________________________________
- __________________________________________

### Things I did that helped:
- __________________________________________
- __________________________________________
- __________________________________________

### Things the presenter did that helped:
- __________________________________________
- __________________________________________
- __________________________________________

### What would make it better?
- __________________________________________
- __________________________________________
- __________________________________________
Please check (✓) what applies to you:

I am male. [ ]
I am female. [ ]

Both parents came to the workshop: [ ]

I came to the workshop because:

I have a child (or children) ages 0-7 years: [ ]
I have a child (or children) ages 8 and older: [ ]
I am a grandparent. [ ]
I am a concerned friend or relative. [ ]
It's important to my work. [ ]
I am a Laubach Literacy tutor. [ ]

Other reasons: ________________________________________________________________
____________________________________________________________________________
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