

The Proactive Nurturing Parent: Concepts and Connections

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Teacher Note: The following lessons utilize the *Intern workshop* approach to instruction and learning. The lesson is presented in four parts providing a means for teacher and learner to identify **Objectives** to study and learn; to examine ideas through **Activities & Exercises**; to gain factual and conceptual knowledge from materials in a **Study Guide**; and determine if the objectives were met through **Reflection and Evaluation** of the learning experience.

LESSON 1

An Introduction to Parenting Parenting: Concepts and Purpose

Focus: *Nurturing uses Proactive Parenting Practices to build character and integrity into children making them confident and assertive adults.*

I. Lesson Objectives to Study and Learn

The intern will study, learn, and practice:

1. Three concepts a parent should practice in order to raise spiritual children
2. Purpose, responsibility and approaches to parenting
 - Parents will learn proactive techniques to bring the next generation to adulthood.
 - Participants will understand the duty of parents in nurturing individual children.
3. Learn to practice Conditions leading to a long and balanced life
4. Seven principles that describe the philosophy and meaning of nurture

II. Activities & Exercises

1. Attend class and participate in discussions and exercises on the lesson topic.
2. Read the **Study Guide** and complete the exercises and activities.
3. Recognize duties and instructions for parents
4. Define useful terms: *parent, Father, Mother, proactive, reactive, nurture, practice, etc.*
5. Describe the role of: a) the father; b) the mother; and c) the child
6. Name two requirements of children towards their parents.

III. Study Guide of Concepts to Understand

The concept, philosophy and practices of Nurturing Parenting

Today's workshop focuses on the concepts of philosophy and practices of nurturing parenting. This Study Guide worksheet can be used to follow along with the facilitator.

Three concepts of nurturing parenting in a permissive 21st century culture.

Parents must be proactive, nurturing, and practice daily to perfect parenting skills.

1. *A nurturing parent is **proactive not reactive**.* Proactive parenting means the parent provides specific instructions to inform the child of what is expected for proper behavior. Reactive parenting reacts to a child's behavior using reproof or rebuke to correct improper behavior, often in anger which creates resentment in the child. Proactive parents provide age-appropriate guidelines, instructions, and boundaries for acceptable behavior, then patiently watch to see that the child complies, offering gentle

reasoning to help the child conform. This creates trust and confidence in the child. Proactive parents must plan and be decisive in their duty to children.

Name ways parents must be proactive.

2. *The nurturing parent gives **unconditional love** at all times:* the child is never in doubt that parents love and cherish him, and have his best interest at heart. The child is assured of a safe place to belong and grow to maturity, and will have discipline to assure proper development. The child experiences no fear, threats of harm, insecurity, or frustrations that create emotional turmoil and resentment.

Define what is meant by unconditional love.

3. *The nurturing parent is there for the child – yet maintains a life of independence in which the child has a major part but does not dictate or control.* The parent decides what is best for the entire family and allows the child to make choices in the things that pertain to his freedom and desires.

How should a parent maintain independence yet be there for the child?

4. *The nurturing parent knows he is not perfect and is **practicing** to obtain necessary parenting skills for each child.* Nurturing parents know that each child has a specific ‘bent’ or personality that determines how he is to be trained and molded. The parent must learn the right techniques to deal with that personality since the same approach will not work with all children. Parent must not allow mistakes to intimidate choices and action; simply make restitution and corrections to improve ability to parent a child.

How would a parent make restitution to a child for an incorrect parenting practice used on him?

Other features of nurturing parents are below.

Understanding Nurturing Parenting

Nurturing is a critical skill for rearing the young of almost all forms of life, even birds and animals. For humans, nurturing is the most important characteristic because it treats others and us with love, respect, compassion, caring and dignity. Absence of parental nurturing skills in humans can result in cruelty, abuse and neglect.

Exercise 1-1. What do you think when you hear the word “nurture”? What does nurturing mean to you?

Nurture comes from the Latin term *nu tri tura*, meaning to nurse, to nourish and to promote growth. Nurturing Parenting is both a practice and a philosophy that emphasizes the importance of raising children in a warm, caring, and trusting home that demonstrates and guides them to be respectful, caring, and cooperative children. It requires use of proactive parenting practices [PPP] on a timely basis. The proactive parent takes the initiative to manage the family and development of children and practices the skills that lead to healthy growth and maturity.

Caregiving is learned from and by care-receiving. Thus nurturing parenting is founded on the belief that children who are cared for and treated respectfully will treat themselves, relatives, neighbors and

other people, even strangers and those from different cultures, indeed the entire environment in the same manner.

Responsibility and Duty of Nurturing Parenting

The following list of responsibilities and duties are expected of parents:

- Keeping children safe from harm
- Nurturing self-esteem
- Fostering respect for the rights of others
- Encouraging growth toward independence
- Development of good inner control – self discipline
- Building healthy attitudes towards authority
- Combating cultural permissiveness
- Provide rules for behavior
- Teaching assertiveness to standing our ground
- Implement discipline with consequences and punishment
- Accept the need for continuing confrontation

What is missing from this list is the spiritual interjections to help the child be balanced in all areas of growth and development: physical, mental, social, emotional and spiritual.

Principles of Nurturing Parenting

The goal of this series is to teach and help parents learn how to **respectfully listen** to the desires, thoughts and feelings of children, to **use praise** and other **positive reinforcements** to promote cooperation, and to have fun as a family while bringing up children.

Nurturing Parenting is founded on seven principles:

1. Feelings of Attachment

- Attached parents convey a deep unconditional love to their children. UCL means the child is always loved no matter what the circumstances and is treated as precious and priceless.
- When children feel unconditional love, trust and respect are built and honest open communication naturally follows.
- Attached parents express joy in being with their children, create a safe home to explore, and promote a sense of safety and security.

2. Empathy

- Empathy comes from the Greek word *empathia* that means being aware of and responding respectfully to the feelings and thoughts of others.
- Parental empathy is the ability of parents to put themselves in the place of their children in an attempt to recognize children's emotions and to understand the motives of their behavior.

Children raised in homes with compassionate empathy do better in school, are socially well adjusted, and are more stable emotionally.

- Nurturing focuses on teaching parents and children to care for themselves, for others, for their resources: environment, pets, and possessions.

- Nurture helps the child choose to avoid the dangers of drugs, alcohol and other self-injurious activities.

3. Nurturing Oneself

Parents who take time each day getting their own needs met as men and women are more capable of understanding and helping children find ways to meet their needs.

Upon becoming parents, many adults feel that parenting is a job 24-hours a day, 365 days of the year. Men and women who continually sacrifice their own **self care** needs will become **stressed**, burned-out and resentful towards their children.

Airlines caution passengers: *“In case of emergency put the oxygen mask on yourself first then on any children traveling with you.”*

Nurturing lessons focus on helping parents recognize the basic needs of adults and their children. Parents understand the importance of meeting their own basic needs so they will be able to help meet the basic needs of children. They make good choices to enhance their own personal self worth.

Exercise 1-2. What **self care** activities do you use to nurture yourself?

What signs or symptoms you experience when you fail to nurture yourself?

4. Discipline

- Setting boundary limits through family rules, teaching right from wrong through family instruction and morals, and showing respect and self-worth through family values are critical aspects of Nurturing Parenting.
- Be the example. The philosophy of nurturing parents is that discipline cannot be imposed, beaten into, or forced on children. Discipline can be developed in children by proactive parents they respect who live out the model example children are expected to emulate.
- Lessons on nurturing provide a means to help proactive parents find alternatives to hitting, unnecessary spanking, yelling and verbally abusing and degrading children. Positive, nurturing disciplinary strategies and tactics are learned and substituted for modern permissive approaches.

5. Expressing Feelings

The ability to identify and appropriately express personal feelings, as well as the ability to recognize and appropriately respond to the feelings of others is emotional competence. A child's developed emotional quotient (EQ) is as important as his intelligence quotient (IQ)!

- Emotional competence helps children and parents stay in control, demonstrate respect, and foster an atmosphere of positive communication.
- Nurturing lessons teach parents and children the difference between feelings of comfort and discomfort, healthy ways to express emotional energy, and ways to manage and reduce feelings of stress and anger.

6. Expectations in Human Growth and Development and Self-Worth

Knowing what to expect of children as they progress through developmental stages of growth and maturity is an important aspect of Nurturing Parenting. Lesson 2 supplement [Appendix 2-1] gives

characteristics of ages and stages.

- A child's feelings of self-worth are lowered when parents make demands that they are unable to meet. Proactive nurturing parents provide realistic expectations and allow the child to experience success.
- Research on brain development in children indicates that home life where children experience high levels of dysfunction produces high levels of the stress-related hormone cortisol that contributes to the development of diseased or impaired neurological networks.
- Nurturing lessons help parents learn appropriate stages of development, ways to build self-worth in children, and the importance of understanding neurological development in all ages.

7. Gentle Touch

Children who experience warm and gentle touch develop a strong and healthy sense of self.

- The systematic use of gentle touch contributes to positive brain development, the ability to form trusting relationships throughout life, and a healthy perception of body image.
- Nurturing lessons teach proactive parents the positive impact gentle touch has on children's overall development, and ways to systematically use gentle touch to enhance parent-child relationships.

Exercise 1-3. Which of the previous seven principles of proactive nurturing parenting do you feel is practiced in your family? In what ways?

What principal is least practiced? What could you do to improve in this area?

Nurturing as a Lifestyle: Care giving develops from Care receiving.

Since the ability to provide nurture and care is based on receiving care, it is a critical for continuing generations to receive from parents this skill. Likewise, nurture received promotes growth and development of positive traits, qualities and characteristics that will be used in care giving.

- Nurture is proactive treatment of oneself with care, kindness, and respect. It helps maintain physical health, emotional stability and spiritual balance.
- It enables a person to make wise choices, and to be one's own best friend. Nurturing oneself is a necessary prerequisite to being nurturing parents. No one can adequately care for someone else when their own needs are continually ignored.

Exercise 1-4. Name some reasons parents might find it hard to nurture themselves.

What happens when parents are unable or do not nurture themselves?

Learn to Nurture Yourself: Self-Care

Within every human being is the potential for gentle care or hurtful harm toward another. This potential, in large part, grows from experiences encountered during life. From these experiences we learn to not only be defensive of our rights but how to take care of our interests before others.

Inside everyone are four personality traits that define the way we're capable of treating ourselves and others. A person rarely exhibit only one of these features, they alternately exist in a blend or mix in each of us to be used as appropriate.

1. **The Nurturer** - That part of our personality capable of being enlisted to give care, concern and empathetic compassion. The caregiver we are to our children is a result of The Nurturer in us.
2. **The Nurtured** - The part of our personality capable of receiving care, seeking closeness and attachments, and accepting praise and positive touch. Sadly, some people cannot accept care.
3. **The Perpetrator** - The part of our personality that can turn cruel, be abusive to self and to others, hurts and is capable of harming others. To get its way, the Perpetrator exhibits emotional outbursts and anger with a general disregard for goodness and respect for any persons, other living things or objects. The Perpetrators often tries to **bully** and make others **codependent**.
4. **The Victim** - This part of our personality that believes the hurt and pain given by others is justified and valid. The victim actually believes the hurt received is for his or her own good. The primary cause of this is devalued self-worth brought on by a Perpetrator or lack of nurturing at the correct time in childhood.

Exercise 1-4. Using a separate worksheet draw your personality traits and discuss them with the group.

Ask yourself the following questions:

- How do the Victim and Nurtured parts of your personality differ?
- How about the Perpetrator and the Nurturer?
- When do these traits appear?
- How can you control who you want to be? For home practice, take the home practice worksheet home to complete with your family.

Self-Analysis of Parenting

A simple way to understand our ability to nurture or to hurt is to view both abilities on the scale of 0 to 10. A zero (0) represents the complete absence of the behavior. A ten represents the complete presence of the behavior. Imagine both abilities exist on a range of 0 to 10 in frequency (how often) and in severity (to what degree).

Nurturing Parenting

Never	Infrequent	Sometimes	Often	All the Time
0	123	456	789	10

Hurting Parenting

All the Time	Often	Sometimes	Infrequent	Never
10	987	654	321	0

The presence of Nurturing Parenting to a high degree (8 -10) means hurting parenting is at a low level (2 or 1). The more you're nurturing, the less you're hurting, and vice versa.

Exercise 1-5. Where would you place your own parenting practices on this scale?

At what level would you rate the practices your parents used in raising you?

Of course, the goal is to be nurturing at all times (10) or at the very least, most often (9-8-7) and keep hurt out of the picture altogether (0).

The reasons are obvious:

- If parents practiced nurturing all the time or a high percentage of the time, children will develop a much “nurtured” part of their personality, and in turn would develop very “nurturing” ways of treating others. However, when hurting parenting is practiced, children develop the “victim” part of their personality and come to believe that being “victimized” is a natural and frequent part of life.
- Life as a victim gives birth to life as a perpetrator. Perpetrators are those who victimize others. The training to be a perpetrator comes from experiences as a victim.
- The nurturing philosophy of life and of parenting accepts no degree or frequency of abuse and victimization.
- The inability of adults to take the time and to make the commitment to nurture themselves is housed in the belief that maybe, just maybe, we don't deserve to be treated with respect all of the time, or maybe we can't expect to live a good life all of the time, that a little victimization now and again helps us appreciate the good times even more.

Personal Contact Information:

You probably met people today that you may want to contact again. If so, write below each other's names, phone numbers, or e-mail addresses.

IV. Reflection and Evaluation of Learning Experience

As a result of this lesson consider:

1. What three concepts should parents practice in order to raise godly children?
2. What does it mean to be “proactive”? Name some proactive techniques a parent can use to bring the next generation to adulthood.
3. Why is parenting considered a “practice” for nurturing individual children?

4. Name some spiritual practices that will lead to a long and balanced life.
5. Give a brief meaning of seven principles used describe the philosophy and meaning of nurture.
6. What is meant by “self-care” and how can parents provide for it?

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Worksheet 1 – Self Awareness

Activity:

When I say, self-awareness, or when you hear the word, self-awareness, what comes to your mind?

Ask the learners to give their responses in groups

Your responses might include:

- Who am I?
- Name
- Gender
- Social status
- Gender roles
- Occupation
- Where am I coming from? Ie: Background, Values, Experience, Ethnic group
- Where am I going? Ie: Goals, Values, Aspirations, Vision

As you will be training others, it must start with you, and with me you must:

- Breathe it
- Talk it
- Live it

You are the only person they will be looking at to see that you do what you say and mean what you say

You are going to live a life that will be extemporary to others it is going to mean, You know and have the skill. Ask yourself; "How do I develop that skill in me?" "How do I teach that skill to someone else?"

You will need to be in a position to constantly ask yourself, "Will they understand me? What can I do to impart this skill to those that I will train? And those that I live with."

Self-awareness cannot be acquired. It is practiced. It will mean you, as the trainer, will use learning experiences to enhance the skill. Make the training learner-centered to acquire and develop skills/ Create a warm and safe climate that is conducive for learning and developing the required.

We need to make the training interesting for the learners to grasp the skills

In other words, WALK THE TALK

SELECTION OF LEARNING MATERIALS

When selecting teaching and learning materials, you will be guided by:

1. The Learner's

- Age
- Background
- Needs; rapid growth
- Need to understand themselves and relationships with the opposite sex.

As you plan, experiences and activities will be based on the above

2. OBJECTIVES

Experiences and activities to be directed to attain life skills education

3. CONTENT

These three will help us in selecting appropriate methods for teaching and developing the skills

We need to be

- Role models
- Give proper guidance
- Be able to answer questions
- Talk about myths and reality

We give positive encouragement to take positive decision. The need to prepare them into parenthood that is positive.

As trainers, we need to connect with participants and make them feel they belong and they matter.

You will be expected to be:

- Facilitator
- Educator
- Teacher
- We must demonstrate empathy
- Have the ability to reach out to others, especially youth
- Patience
- Good listener

- Good communicator
- Team player

SELF AWARENESS

The ability to know your potential, limitations, feelings as well as your position in society

Self-awareness includes

- recognition of our personality,
- our strengths and weaknesses,
- our likes and dislikes.

Developing self-awareness can help us to recognize when we are stressed or under pressure. It is also often a prerequisite for effective communication and interpersonal relations, as well as for developing empathy for others. This is important in helping one to discover and accept self, plan for the future and even accept others.

- Self-awareness is the basis of all life skills.
- It helps in the appreciation of and application of all other life skills.

Benefits of Self-awareness

- The better you understand yourself, the better you are able to accept or change who you are.
- Being in the dark about yourself means that you will continue to get caught up in your own internal struggles and allow outside forces to mold and shape you.
- How we see ourselves may be clouded by the feedback messages we received about ourselves from others.
- But how could anyone know more about you than you?
- They do not feel your emotions or think your thoughts; they do not face the issues that you wrestled with.

Therefore, do not let others look down on you. Hold your head high.

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Worksheet 2 – Layers In Me

Activity

The Wonderful Layers in Me

- Draw a picture of yourself in the center of your paper
- To the Left of your drawing, list physical qualities {what people can see}
- To the Right of the drawing, list your inner qualities {what people cannot see}

When finished, note down where you think these qualities have come from, e.g. dark skin [from mother], patience {from mother}. In groups, share your answers.

EVALUATION

1. How did the activity go?
2. What makes us similar to others?
3. What makes us different from others?
4. How do you feel about yourselves?
5. How do you feel about others?

Self-awareness Questions

1. What are your strengths? What are your weaknesses?
2. How do your friends describe you? Do you agree with their descriptions? Why or why not?
3. List two situations when you are most at ease. What specific elements were present when you felt that way?
4. What types of activities did you enjoy doing when you were a child? What about now?
5. What motivates you? Why?
6. What are your dreams for the future? What steps are you taking to achieve your dreams?
7. What do you fear most in your life? Why?
8. What stresses you? What is your typical response to stress?
9. What qualities do you like to see in people? Why? Do you have many friends as you just described? Why or why not?
10. When you disagree with someone's viewpoint, what would you do?

This involves knowing and understanding oneself in terms of abilities, feelings, emotions, habits or tendencies, position in life and society, strengths and weaknesses. The following questions are helpful in understanding oneself:

- Who am I?
- How do I relate with myself?
- Where am I coming from?
- Where am I now?
- Where am I going?
- How can I get there?

These questions help the learners to evaluate themselves in terms of:

- physical attributes
- intellect
- personal beliefs values, goals and ambitions
- strengths and weaknesses

Knowledge of oneself promotes self-acceptance and care, enabling individuals to respond appropriately to various situations such as avoiding drug and substance abuse. The teacher needs to appreciate that self-awareness is the basis of all life skills as the acquisition and development of other skills depends on how well an individual knows herself or himself. Learners should be encouraged to honestly evaluate themselves against given situations honestly in order to enhance self-awareness.

Importance of self-awareness

- Enhances interpersonal relationships
- Promotes self-acceptance and care
- Enhances achievement of personal goals
- Promotes high self esteem

SELF ESTEEM

This is the pride opinion and values one puts on him/herself. It is influenced by physical appearance, performance of various tasks, parents, religion, leaders, peers and siblings.

You can't touch it, but it affects how you feel

You can't see it, but it's there when you look at yourself in the mirror

You can't hear it, but it's there every time you talk about yourself.

Q. What is this important but mysterious thing?

A. It's your self-esteem!

WHAT DOES IT MEAN TO ESTEEM SOMEONE?

- Value
- Worth
- Confidence
- Respect
- Honor
- Hold one in high regard

So self-esteem is your awareness of all these about yourself

- How one feels about themselves and their personal attributes, both physically and psychological
- It is influenced by your relationship with other people, family members, peers culture loss and grief, illnesses
- Transition times can lower or enhance your self-esteem
- High self-esteem enhances self confidence that enables a person to interact, participate and relate positively with others.
- Low self-esteem may lead to self-destruction.
- You will be expected to help learners to build their self-esteem using various learning and teaching methods
- The way we view and feel about ourselves has a profound effect on how we live our lives.
- These opinions are shaped by experiences in the family, at school, from friendships and in wider society.
- Self-esteem involves our ability to think, to deal with life and to be happy.
- There is a constant bombardment of messages telling us we should be:
 - young
 - slim
 - beautiful
 - fashionably dressed

- have a boyfriend / girlfriend and
- have money to spend.

We must be very careful as we listen to all these. Rejection or loss at any age is likely to undermine self-esteem.

Characteristics of high and low self esteem

High self esteem

- Cheerfulness
- Positive self-image
- Self-care
- Self confidence
- Self-trust
- Self-discipline
- Good performance of tasks
- Relating well with others
- Outgoing and assertive

Low self esteem

- Isolation and withdrawal
- Self-doubt
- Self-neglect
- Under performance
- Vulnerability to peer pressure
- Aggressiveness
- Dependency
- Lack of assertiveness
- Negative self-image
- Defensive behavior
- Passiveness
- Violent behavior

Worksheet 3 – Self Esteem Quiz

Strongly Agree = 5 Agree = 4 Undecided = 3 Disagree = 2 Strongly Disagree = 1

1. I like the way I look. _____
 2. I always think before I act. _____
 3. I can resist peer pressure most of the time. _____
 4. I am self-confident. _____
 5. I never pretend to be what I am not to please other people. _____
 6. I try to do what is right. _____
 7. I can make my mind up and stick to it. _____
 8. I don't give in very easily. _____
 9. I can stand up for what I think is right. _____
 10. I am proud of the way my body looks. _____
 11. I like myself. _____
 12. I find it easy to get along with people. _____
 13. I have no difficulty making friends with people of the opposite sex. _____
 14. I have no trouble controlling my feelings. _____
- Total** _____

SUGGESTED SCORES

Over 50

You have a really good image of yourself. This attitude should make you a very self-confident person who is not easily misled by others.

Over 40

You are probably like most young people. You have a positive self-image but sometimes you have doubts about the kind of person you are. Sometimes you do not like yourself very much.

Over 30

You may need to develop your attitude in some areas. Learn to think positively about yourself. Feel proud about the good things about yourself and try to improve on those things that you don't like but think you can change.

Under 30

You have a negative self-image. You must try to like the person you are and to resist being misled by others to avoid ending up in trouble. If you do not have a positive self-image, other people may not like you either. Try to look at the good qualities about yourself and appreciate the “you”.

Worksheet 4 – Building High Self Esteem

Steps in building high self esteem

- Self-identify (adequate information on self-awareness)
- Analyze feelings, on his/her appearance, abilities, beliefs, value systems
- Assess self-worth
- Self-acceptance
- Defining one's priorities and aspects to work on to enhance self esteem
- Identify a social support system

ACTIVITY:

Name some events in the school, at home or the community that could have long term effects on you?

- a boy or girlfriend being unfaithful,
- being ostracized (avoided intentionally) by friends or picked on by peers
- having an accident, a burglary, or
- coping with a death, are likely to provoke feelings of loss and threat.

For some, this is temporary, while for others the effects are long-lasting.

SOME BASIC ELEMENTS OF SELF-ESTEEM

TRUST

- Starts early in life and is based on how we are received into the world.
- We learn to trust ourselves and begin to have a realistic trust of others.
- We begin to develop confidence in the self's ability to choose others who are safe – who will not injure or exploit.

AUTONOMY

- Comes from mastery.
- We work through necessary dependencies, to a growing independence.
- We find interdependence when we can separate ourselves from others and yet retain vital connections to others.

IDENTITY

- Grows.
- We begin to know who we are and who we are becoming.
- In each stage of life, self-esteem undergoes change and growth.
- We feel more solid as our identity grows.

INTIMACY

- Develops from real identity and the need for connection.
- It is the ability to relate closely and to know the limits of closeness.
- We yearn to lose ourselves in love yet we need to retain our own separate essence.

Causes of low self-esteem

ACTIVITY: Let participants brainstorm the causes:

At Home {Did parents:}

- criticize, shame, reject, scold repeatedly,
- set unrealistic goals and standards,
- express the expectation that the child will fail,
- punish repeatedly and harshly,
- imply that a child is stupid, a nuisance or incompetent,
- avoid cuddling, hugging or affectionate touching,
- overprotect or dominate a child so they later fail when forced to be on their own

Tips for Improving Your Body Image

- Some people think they need to change how they look or act to feel good about themselves.
- All you need to do is change the way you see your body and how you think about yourself.
- The first thing to do is recognize that your body is your own, no matter what
- shape,
- size, or

- color it comes in.
- If you are very worried about your weight or size, check with your doctor to verify that things are OK.
- It is no one's business but your own what your body is like — ultimately, you have to be happy with yourself.
- Next, identify which aspects of your appearance you can realistically change and which you can't.
- Everyone (even the most perfect-seeming celebrity) has things about themselves that they can't change and need to accept — like their height, for example, or their shoe size.
- If there are things about yourself that you want to change and can (such as how fit you are), do this by making goals for yourself.
- For example, if you want to get fit, make a plan to exercise every day and eat nutritious foods.
- Then keep track of your progress until you reach your goal.
- Meeting a challenge you set for yourself is a great way to boost self-esteem!
- When you hear negative comments coming from within yourself, tell yourself to STOP.
- Try building your self-esteem by giving yourself three compliments every day.
- While you're at it, every evening list three things in your day that really gave you pleasure.
- It can be anything from the way the sun felt on your face, the sound of your favorite radio station, or the way someone laughed at your jokes.
- By focusing on the good things you do and the positive aspects of your life, you can change how you feel about yourself.

ACTIVITY: Have you asked yourself these vital questions about your self-concept?

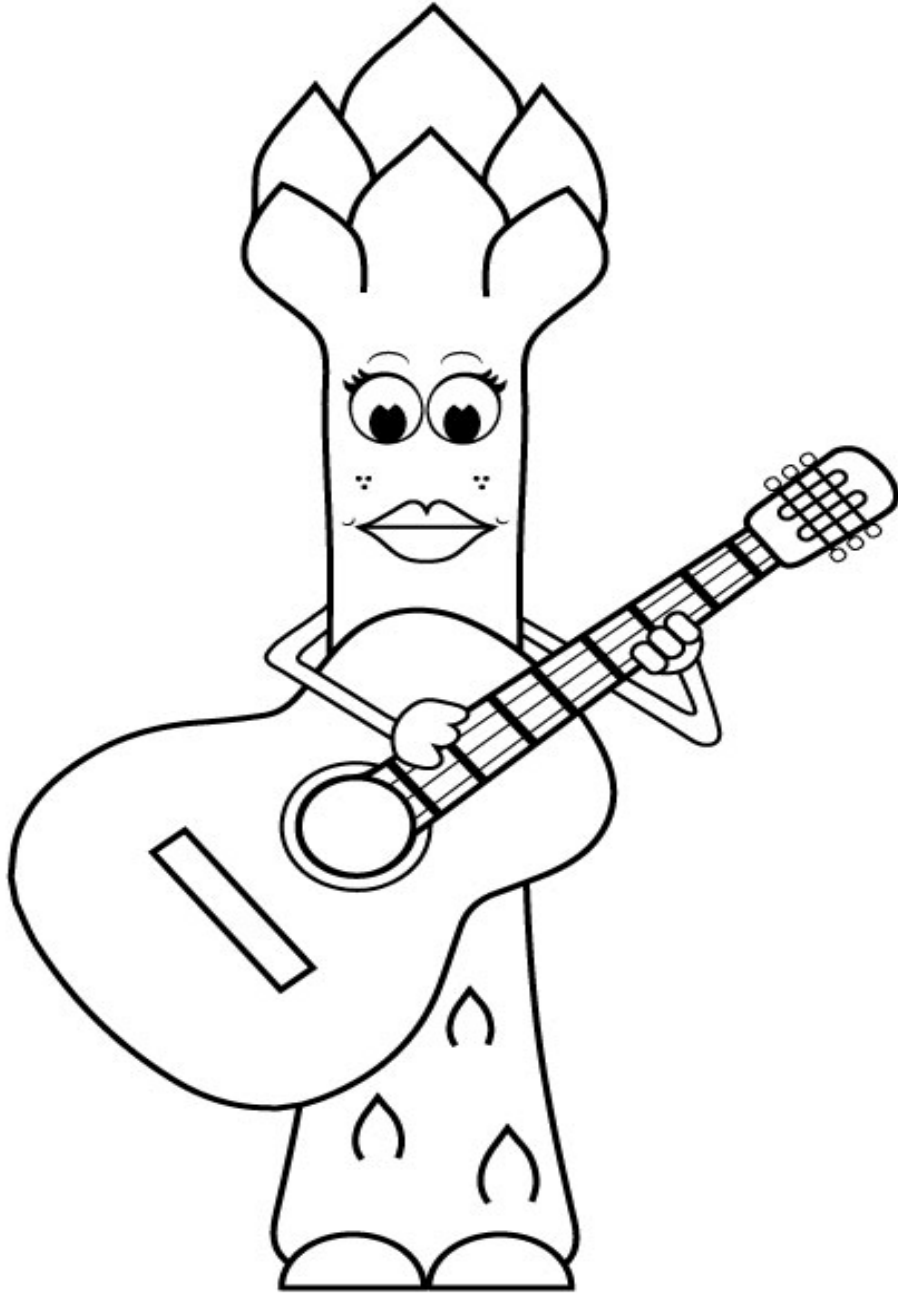
- Are you happy with your appearance?
- Have you got an attractive personality?
- Are you likeable?
- Are you sociable or shy?
- Are you honest?
- Are you a good person?
- Can you communicate well? Are you positive?
- Are you fun to be with?

- Are you decisive?
- Do others respond to you positively?
- Are you confident?
- Do you live according to your beliefs and values?

If you answer no to any of the above, ask yourself how you can change that “no” to a “yes” - maybe first trying for “sometimes.” This will not only tell you what your present self-concept is but how to improve it.

Healthy Living: Concepts and Purpose

Color ME



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Resources:

http://wikieducator.org/Self_Awareness_and_Self_Esteem

http://www.napta.org.uk/art_selfesteem.html