



**Part 1:**

**Self-Esteem  
Is the Key**

**Facilitator's Guide**

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*Hi!*

*As a teacher and school counselor for the past 20 years, I have worked with children of all ages. I have consulted with their teachers and their parents or guardians. I am convinced that children want to succeed and that parents and guardians try to do a good job of raising their children. I believe that parenting is the toughest job there is, and yet, it is the one for which we get very little training. I want to change that.*

*My partner, Robin Richards, and I are producing a series of videotapes called SUCCESSFUL PARENTING. This is Part One, "Self-Esteem is the Key." " We are delighted that you have selected our materials to use in your workshop. It is our fervent hope that you and those attending your workshop will view the video, enjoy it, discuss it, learn from it, apply what you have learned, and then tell others about it. We hope that all of the children affected by this workshop can thus be happier and have fewer problems both now and in the future. We hope the materials in this series will help you and your workshop participants become even more successful at the art of parenting.*

*Best wishes!*

A handwritten signature in black ink that reads "Barbara Lynn Taylor". The script is fluid and cursive, with the first letters of each name being capitalized and prominent.

*Barbara Lynn Taylor*

## Notes to facilitators:

*Please feel free to use your own words, to tailor the discussion to the particular group you're working with, and to put lots of YOU into it...that's what will make your workshop special!*

- *“Stage” directions and suggestions for your benefit will be shown in this type style.*
- **Things for you to say or paraphrase will be in this type style.**
- Information will appear in this type style.

## Materials required to conduct a workshop:

1. Videotape-*"Self-Esteem is the Key"*. (This is copyrighted and may not be duplicated.)
2. A copy of each handout found on pages 27 & 28 in this Facilitator's Guide for each participant. (Feel free to duplicate these.)
3. A pencil for each participant.
4. This Facilitator's Guide.
5. A parent kit is suggested for each participant for follow-up. (See ordering information at the end of this guide. Allow two weeks to receive your order.)
6. Gold stars are optional. See "Conclusion" section.
7. A board and chalk or flip chart and markers are optional.
8. A chore chart is optional. (See page 15)

## Suggested time frame for a one-hour workshop:

- Do Part I, "Before Viewing the Video" 5 minutes
- Distribute the two handouts and urge participants to record their thoughts as the workshop progresses. 2 minutes
- Show the video, "Self-Esteem Is The Key" 18 minutes
- Discuss the suggestions. You may choose to do: 30 minutes  
Each one for 3 minutes.  
5 of them for 6 minutes each.  
3 of them for 10 minutes each.  
2 of them for 15 minutes each.  
1 for the entire 30 minutes.  
...or, whatever works for you!
- Summarize, go over "My Personal Plan", set personal goals, and make commitments. 5 minutes

## Suggested time frame for a two-hour workshop:

- Do Part I, "Before Viewing the Video" 10 minutes
- Distribute the two handouts and urge participants to record their thoughts as the workshop progresses 2 minutes
- Show the video, "Self-Esteem is the Key" 18 minutes
- Discuss the suggestions. You may choose to do: 80 minutes  
Each of the 10 suggestions for 8 minutes each  
8 of them for 10 minutes each  
5 of them for 16 minutes each.  
2 of them for 40 minutes each  
...or whatever works for you!
- Summarize, go over "My Personal Plan", set personal goals, and make commitments. 10 minutes

**SUGGESTIONS FOR THE FACILITATOR:**

*Welcome each of your workshop participants individually, if possible. Try to find out their names and something about why they came to the workshop. You may want to survey the group either one-at-a-time or after they gather as to the ages, sexes, and names of their children. That will help you personalize your comments later as you lead the discussions.*

*It is important that you know your audience and that you try to be sensitive to their levels of comprehension with respect to both concepts and vocabulary. Strive to teach to those levels.*

*Set a tone of respect by saying something like, "Before we begin, let's all agree on confidentiality in this group. For each of us to feel safe in expressing our thoughts and feelings today (tonight), we need to be assured that nothing will be repeated outside this group. Ok?"*

*The intention of the next section called "Before Viewing the Video" is to stimulate interest and to encourage the viewers to watch with a purpose.*

**NOTES:**

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# I. BEFORE VIEWING THE VIDEO.

**Picture your children 25 years from now. What do you want for them?**

*Possible answers:... happiness... security... a husband... a wife... children... popularity... spiritual peace... wealth... physical health... mental health... a job, etc.*

*You may get some humorous ones here... enjoy! Link answers between participants such as by saying, "Beth, it sounds like you and Amy have the same ideas when it comes to wanting your children to be kind, caring adults who reach out to the community." or "Chris, it sounds like you and Daryl both place a high priority on independence and success in business."*

*Link answers by categories such as necessities for life, character traits, etc.*

*You may want to write answers on a flip chart or board.*

**Parents do have to clothe, feed, and shelter their kids, (and some days that's about all we can manage!) but successful parenting is more than just doing those things until it's time for our children to move out. It's lots more.**

*(Relate to the answers they just gave such as "Sue just said she wants her son to be happy and David wants his daughter to have financial security....etc.)*

**Successful parenting is contributing to the kind of persons your children become; the success they achieve both at home and on the job. Your children's feelings and beliefs about themselves are the foundation of that success and YOU play the most vital role in the development of that self-esteem.**

**Think of your children today. (Pause) Do they show signs of high self-esteem? (Pause) Can you tell? (Pause) Are you worried that they may have low self-esteem? (Pause) Do you know the signs? Is it possible that without meaning to, some parents say or do things that make their children think less of themselves?**

*Most people will not say anything out loud, but you can tell from their body language that they know they have. Say the next part very gently or in a humorous way if you're the type.*

**Of course they have. We all have. None of us will ever be perfect parents, but we all can improve. This video will give you many ideas on how to enhance your child's self-esteem. You have taken a positive step toward being a more successful parent by coming to this workshop. GOOD FOR YOU!!!**

*Distribute one copy of "My Personal Plan" to each participant. Explain that they will write down ideas as they view the video and during the discussions. Explain that the left hand column is for those things they already do well (and make sure they do write those things down!) and the right column is for things they want to try with their family. Assure them that the worksheet can be for their eyes only.*

**As you view the video, remember, nobody does it all right. Pat yourself on the back for those things you consistently do well. If you hear a suggestion and you realize that this is an area you haven't worked on, make a personal commitment to try. You'll be helping your children, and you'll feel better about yourself as a parent because you'll be sure you're on the right track.**

*Distribute a copy of the ten suggestions to each participant. Tell them you're giving them a list of the ten suggestions in the video so they won't have to try to write them all down while the video is showing. It is for them to keep.*

*We have placed one second of black screen between the sections of this videotape so that you may stop it at various points and therefore give you some choices in how you structure your workshop. Do what feels right to you.*

*Here are some possibilities:*

- 1. Play all eighteen minutes at one time, then lead the discussion.*
- 2. Play the first four minutes, stop the tape (right after the section in black and white), discuss the first two topics, then play the remaining part of the tape which explains the ten suggestions for enhancing your child's self-esteem. Then discuss those suggestions.*
- 3. Play the first part, stop, discuss, then play the suggestions, stopping and discussing one at a time.*

**So now, relax and enjoy, "Self-Esteem Is the Key."**

*While the video is showing, try to unobtrusively observe each workshop participant. Notice any signs of discomfort, identification, agreement, disagreement, humor, etc. This will be useful as you lead the ensuing discussions.*



## II. AFTER VIEWING THE VIDEO

*Use this section of the Facilitator's Guide as a reference as you lead your discussion.*

*Remind your participants that, for them to get the most out of this workshop, they must be honest with themselves. Encourage them to be open in the discussion and to participate in the activities.*

*Be sure to listen attentively and be sensitive to their comments. Encourage your participants to communicate with each other. Be aware that some of the statements made in the video will elicit disagreement. That's fine. That should lead to a lively, informative, meaningful discussion!*

## **FROM THE FIRST FOUR MINUTES OF THE VIDEO**

### 1. Characteristics of high self-esteem.

**Do you remember the characteristics of children with high self-esteem? Let's review them. Brainstorm.** *You may want to write them down on a flip chart or board.*

*Possible answers:*

take risks	not afraid to fail	bounce back after a fall
raise hand	no fear of rejection	ask questions
volunteer answers	help others	share
praise others	happy	smile
high energy level	truthful	(even if they know they will be punished)

*Discuss the above characteristics, accepting disagreements.*

*Initiate a discussion on this:*

**Can shy kids have high self-esteem? Is it only the children with high self-esteem who ask questions and volunteer answers? Do kids with low self-esteem ever ask questions and volunteer answers? Is it possible that the kids who display all the accepted characteristics of children with high self-esteem really don't feel good about themselves?**

**Every child is different. The information presented in the video is supported by research and represents the popular beliefs of today. But, as we have just seen, there are no absolutes. We need to watch for red flags with our own children.**

**Now, keeping all that in mind, think of each of your children individually. Do you think each one has high self-esteem? How can you tell?** *Encourage a group discussion about either the revealing characteristics they see in their children or about the children themselves, if the parents are comfortable with that.*

## 2. Verbal attacks

**What did the scene in black and white (with the little boy being yelled at) mean to you?**

*Possible answers:* I do that to my kids ..... my husband does that ..... my wife does that .... we hurt kids by saying things like that to them .....my dad did that to me..... my mom said those things, etc.

**How did you feel as you watched it?**

*Possible answers:* Embarrassed, angry, sick, sad, no big deal, etc.

*Try to get a discussion going about what verbal attacks do to our kids. You may have to share a story of your own to kick it off.*

**Did it remind anyone of his or her own childhood?**

*Use lots of TLC here! Try to guide the group into stating that they know they should not say such things to their own children and that they intend to stop. I sometimes get a little "preachy" here...I think that's ok.*

## FROM THE LAST FOURTEEN MINUTES OF THE VIDEO

*If you decided to start and stop the tape, your discussion will be segmented. The following directions assume you showed it straight through. Please make the appropriate adjustments.*

**The second part of the video consists of 10 suggestions. Now we are going to discuss (some or all of) those suggestions. Remember to continue taking notes on your worksheet.**

*Discuss any or all of these suggestions in any order you wish. You may want to take them in numerical order. You may want to let the participants choose which ones they want to discuss, or you may want to recall the participants' reactions and choose according to those reactions.*

*You may want to start with a scene that always elicits discussion. It's the one with the little girl and her mother in the messy kitchen. Most viewers seem to think the first example is either typical or not mean enough but the second example is way too sweet. See if you and your group can find a "happy medium". This is a great place for a role play. Be sure to select outgoing participants who will get you off and rolling.*

# **1. WORK ON YOUR OWN SELF-ESTEEM**

**1. Do you have high self-esteem yourself? Are you working on it? How? What do you think adults can do to improve their own self-esteem?**

*Possible answers:* support groups, skill development, setting goals, accomplishing something, helping others, etc.

**2. Are you involved in a loving support system of some kind? How could you get in one?**

**3. Do you come across as confident and in control? Are you able to set limits for your children's behavior? Or do you often feel that you let others take advantage of you?**

**4. Are you willing to admit your own mistakes to your kids?**

**5. Can you put your own needs aside to focus totally on your children when they need you?**

## **2. PRAISE EFFORTS TOWARD A GOAL**

**1. Do you remember when your baby first walked?**

*Give time for sharing.*

**2. Can you recapture that enthusiasm for other tasks your children try to accomplish now? Can you share some examples?**

*Try to get them to share stories.*

**3. Can you name three goals your children are working on right now? Possible answers:** doing a science project, learning to play an instrument, cleaning up the kitchen, or playing a sport.

**4. Can you list five things they'd have to do to reach each goal?**

*Give time for thought. You may want to write on the flip chart or board.*

**For the examples of cleaning up the kitchen and doing a science project what steps come to mind?**

*Possible answers:*

Science Project

- a) pick topic
- b) get materials
- c) set it up
- d) do experiment
- e) write it up

Clean up Kitchen

- a) clear table
- b) wipe table
- c) put away food
- d) wash dishes
- e) dry dishes

**5. As your children reach each step, praise them. Don't wait until the final goal is met.**

### **3. UNDERSTAND AND APPRECIATE EACH CHILD AS AN INDIVIDUAL**

- 1. Do you think it's important for parents to know the stages of child development?**

*You may want to suggest that the parents go to the library or bookstore and get a book about child development. Suggest that they read up on the stages that describe their children today. Explain that if we understand the stages of child development, we'll understand our children better and we'll have more appropriate expectations.*

- 2. What do you think a child's reaction would be if they were constantly compared to their brother or sister?**

*Lead a discussion on the hurt that comparison can cause.*

- 3. Does each child in your family have something only he or she can do particularly well such as making mechanical repairs, playing basketball, cooking, painting, singing, playing a musical instrument, writing etc.? Help each child in your family find something the others don't do well — something only he or she is good at. *Discuss possibilities.***

## **4. PROVIDE OPPORTUNITIES TO FEEL SUCCESS**

### **1. How can parents give their kids chances to succeed around the house?**

*Possible answers:* sweeping, doing dishes, or getting dressed by themselves.

### **What are some of the reasons parents don't let their kids do things for themselves?**

*Possible answers:* It's quicker for parents to do it for them, parents think kids are not capable, teaching kids takes time and effort, etc. *This would be a good time to discuss how "crazy busy" most parents are and that lack of time leads to many of us doing things for our kids that they could do for themselves. If it's true for yourself, you may want to admit that you have done this and give specifics as sort of an ice breaker.*

### **2. What are some chores children can do? How about your children?**

**3. Have you used a chore chart using checks or stars when the job is done? If not, you may want to try it.** *You may want to take time to demonstrate sample charts.*

**4. Are you willing to teach your children to do things and then stand back and let them try? What happens if it takes a painstakingly long time?**

**5. As a child's first teacher, what can a parent teach him or her?**

*Try to get the group to share some of the neat things they have taught their children.*

**6. How do you feel about the importance of reading to young children?**

**7. Where have you taken your young children in this community?** *Try to stimulate a discussion of where in your community to take children of different ages.*



**8. How do you handle the papers your child brings home from school? Do you look at them, display them on the refrigerator or somewhere else, and/or keep them?**

*This might be a good place for a poll.*

**9. How many of you still have a paper your child did while in kindergarten? Where is it?**

**10. How many of you are currently displaying a paper your child did in the last month? Where is it?**

**11. Has your child ever asked you to display his or her paper?**

**12. What messages do you think you're sending your children about whether you value their work?**

*Brainstorm perhaps on a flip chart or board-ways parents show their children that they value their work.*

**13. What do you do when report cards come out? Do you look at them? Do you discuss them? Do you point out the positive, criticize the negative, or do both? Does what you do help or hurt your children's self-esteem?**

*Try to get the group to brainstorm things they could do the next time report cards come out.*

## **5. ALLOW YOUR CHILDREN TO MAKE DECISIONS**

**1. Ask yourself: “What decisions did my children make for themselves today and what decisions did I make for them?”**

*Brainstorm and put on flip chart or board.*

**2. Some decisions you may believe are always a parent’s responsibility and some you may think you could delegate to your children. You’ll want to consider the age and maturity of your child. What are some decisions about your child’s day that must be made by someone?**

*Brainstorm and put on flip chart or board. Possible answers:*

- |                           |                                       |
|---------------------------|---------------------------------------|
| <b>a) when to get up?</b> | <b>E) which friends to be with?</b>   |
| <b>b) what to wear?</b>   | <b>F) what to eat for lunch?</b>      |
| <b>c) breakfast?</b>      | <b>G) how much to eat for dinner?</b> |
| <b>d) hair style?</b>     | <b>H) when to go to bed?</b>          |

**3. Remember, we need to teach children how to make good decisions. How do we do that?**

**4. You may want to buy or check out a book on decision-making.**

**5. Once children can make decisions, they are more responsible, independent, and they have higher self-esteem.**

## **6. WHEN CORRECTION IS NEEDED, DO IT IN A POSITIVE WAY**

1. Keep in mind that all children make mistakes. When correcting your children, be sure not to attack them personally.

2. Instead of saying "You are careless because you spilled the milk", what else could you say?

*Possible answer:* "Spilling the milk was careless."

Instead of saying, "You are mean to grab the ball from your brother," what else could you say?

*Possible answer:* "Grabbing the ball was a mean thing to do."

3. Does making children feel stupid or worthless motivate them to improve?

4. Do you remember a time when someone humiliated you? Maybe it was a parent or grandparent, or maybe a teacher. Could you share how you felt? Were you inclined to try harder to do better or were you defensive and wanting revenge?

5. How many of you have heard someone say, "You always..."? Does that help build self-esteem and positive relationships? What does happen?

6. Some *mothers* go on and on and on..... and their kids tune them right out! Have you noticed your kids tuning you out? Let's see if we can practice some quick words to teach our kids what we expect. Let's try not to go on and on and on. Let's make it brief and to the point

*Do role plays such as when a child leaves the room messy, doesn't feed the dog, leaves the bike in the yard, leaves the spelling book at school, etc.*

**7. It's easy for us as parents to come in on the attack when our children have done something wrong. Some parents even think it's good parenting to yell or cuss at a child to get his or her attention. *Discuss this statement.***

**8. *Consider bringing up the topic of cultural differences here. Some cultural groups tend to be louder and more abrupt than others. Discuss in terms of there being no "right" or "wrong", but just different. It seems to me that it's the child's perception that determines how appropriate the parenting style is.***

**9. *If the group is warmed up and into role plays, pick a confident person to play the child and do a role play where you, as the parent, attack. You might then try reversing the roles. Debrief the role play.***

**10. **What happens when we attack our children verbally?****

*Possible answers:* They get defensive, hurt and resentful. Then either they won't even try again, or they'll work hard at becoming just as awful as you've said they are.

**11. **Next time you see your children have done something wrong, before you start screaming, take three deep breaths and try to notice and comment on a couple of things they did right. Then address the problem area by telling them how you wish they would approach it next time. Ask the group to help you list some things their children have done recently that were wrong. Then use those ideas to do role plays using this technique.****

**12. **Does this sound too sweet or unrealistic? Perhaps, but, in my opinion, that's part of the problem. We parents need to work on our parenting skills and style until the kinder, gentler method comes more naturally. This is something that every parent can do.****

## **7. PRAISE BUT DON'T JUDGE**

**1. This one is tricky. We look to our parents for our first ideas about ourselves. So, it's important that we parents first show our children unconditional love, that is that we love them no matter what they do. It's also good for parents to say phrases like these when children are young: "You're smart," "You're strong," "You're so pretty," "You're funny," "You're good at sports," "You're talented in art," etc.**

**2. But if we keep that up as they get older, saying things like, "Your painting is the best," "You played a perfect game," "Your book report was fantastic," or "Your dancing was fair," we are judging for them and they won't evaluate their achievements themselves. They'll become dependent on our opinions. *Be receptive to comments here. Refer to my statement in the video, "I'm in my 40's now and I'm still trying to please my daddy. I should be trying to please Barbara Lynn."***

**3. If we want our children to become fully-functioning adults, at some point (probably late elementary or early middle school), we need to shift gears. We need to make supportive statements without judging or rating our children. For example, with older children, it would be better to encourage them by saying "Wow, what a game you played!" "Are you pleased with the way it turned out?" "I can see you put a lot of work into that project." "Looks like you're proud of what you did." *Elicit comments and be prepared for some skeptics.***

**4. You could simply put into words what they did such as, "You took the ball all the way down the court." or "You drove through downtown at rush hour today." It sounds obvious, but it lets them know that you noticed. Then they can react in a manner that could open up further discussion. (*Ask if anybody's ever tried this method. If no one offers, tell a tale from your own experience.*)**

**5. Many well-intentioned parents say things that are meant to encourage their children to try harder. But the effect is to make children think we expect perfection. That's not good. Dr. Sotile mentioned three examples in the video. Two are:**

- **"It made my day that you made straight A's."**
- **"I was praying that you'd make a hundred and you did and now I'm happy."**

*Ask what effect those statements might have on a child.*

**6. These two statements put too much pressure on the child to repeat the performance, because they indicate the parent's only source of happiness is the child's accomplishments. What could a parent say instead?**

*Possible answers:* **"Are you proud of your report card? or "What did you think you were going to make?" "Straight A's...that was tough!"**

**7. These statements lead to discussions that help the child to judge their own behavior themselves, promoting a more mature outlook, appropriate for the adult they are becoming.**

**8. The third statement Dr. Sotile made was:**

- **"You came in second, well, who came in first?" In the eyes of a child, this probably means second isn't good enough. How else could a parent address that situation?**

*Possible answer:* **"Second place. That must have taken a lot of work. Are you pleased with how you finished?"**

**9. Praising without judging is a difficult art, but it's worth the effort. Try to pay attention to how your children feel and not how you feel. Focus on their self-esteem, and not yours.**

## **8. HELP YOUR CHILDREN TO FEEL LOVABLE AND CAPABLE**

**1. Parents sometimes say and do things that make their children feel unwanted or as if they are a bother. What are some of the ways we convey the feeling that we'd be happier, have more money, or be more successful without our children?**

**It is important that we try not to do that. This is just a change in your approach and it will cost you nothing.**

**2. What are some ways we can let our children know that they are precious to us?**

*Possible answers:* Set aside times just for them. Enjoy them. Play with them. Read to them. *Urge the group to share what kinds of activities they do with their children.*

**3. Pick what you do and say based on the age and comfort level of your child. Be sure to do something to let them know how glad you are that you have them.**

**4. What are some ways we can save some time in our busy days so that we can spend a special 15 minutes with each of our children per day?**

*Brainstorm ways to make time in our busy, busy lives.*

**Now, let's do that!**

## **9. ESTABLISH EFFECTIVE COMMUNICATION**

**1. It's easy for us parents to be authoritative, barking out commands and expecting instant compliance. But, our children are not little robots, nor are they our pets. They deserve our respect**

**2. *Ask how their children respond to "What did you do/learn at school today?"***

**3. Do you ever wish your kids would say more than, "Nothin"? Please try to remember the last time you saw your children after school. It may have been right after school or perhaps later in the day when you got off work.**

**4. What were you doing at the time? Did you pay attention to them or ignore them? Did you really converse with them? Did you preach at them? Could you do better?**

**5. Next time try these suggestions:**

- a) Pretend your child is your supervisor or your best friend. You would not insult, ignore, demean or order them around. Give your children the same attention and respect you'd give your supervisor or your best friend.**
- b) If at all possible, STOP what you're doing and focus on your child. If it's truly impossible, explain that, set a definite time when you can pay attention, and then KEEP YOUR PROMISE!**



## **10. CATCH THEM BEING GOOD**

**1. Tell us three things your child did wrong in the last 24 hours. (*Call on people*)  
Pretty easy, huh?**

**2. Now can you name three things that they did right? A bit tougher? Keep thinking. *Try to get a few examples***

**3. Parents get so used to correcting kids when they're wrong that during the time they are behaving, we expect it and just coast until we have to correct again.**

**4. This is the most important suggestion of all and probably the hardest to do consistently.**

**5. The first thing we need to do is change our mindset. Let's say this three times: *Really do this and have fun with it!* "My kids do more right things than wrong." "My kids do more right things than wrong." "My kids do more right things than wrong".**

**6. OK, now that you believe it, start acting on it. Instead of noticing only the wrong things your children say and do, start looking for the right things. When you notice one, let them know.**

**7. What are some things our children do that we take for granted that we could easily notice and react to? How could we react? *Possible answers: You could just state it such as: "You picked up your toys." "You made your bed." "You were ready on time." "You washed the car." or "You took care of your sister without complaining."***

*Or, you may choose to leave them a note. This works well for teenagers.*

*Or do something like: pat them on the back, smile, wink at them, put a star on a chart, or whatever works for you and your child.*

*Say something like "Try it. Once you get in the habit, it's easy and it's contagious!"*

### **III. CONCLUSION**

- 1. Now we have reviewed (some, many, or all of) the ten suggestions and, on "My Personal Plan", you have written down some notes about you and your children.**
- 2 First look on the left side of your paper entitled, "Things I Already Do Well". For every item you listed, congratulate yourself. *You may even want to put gold stars on their papers if you don't think that's too silly.***
- 3. Now look to the right side at the list of ideas you intend to try. None of us can make lots of changes all at once, so take a moment to prioritize your list**
- 4. Put a number one next to the one you think is most important. Then rank the rest by numbering them 2, 3, 4, etc.**
- 5. Plan to work on one new goal each week. Are you willing to make a commitment to yourself tonight? Would you also be willing to make a commitment to someone else in this room? If you would, then do it now. Yes, really. It will help you to keep your promise.**
- 6. When you get home, put your list on your refrigerator or on your bathroom mirror. Look at it every morning, decide on your goal for the day, and promise yourself to keep on trying.**

**Best wishes!**

**We hope you enjoy successful parenting!!!**

*You may want to suggest to your workshop participants that they purchase their own copy of the "Self-Esteem is the Key" video so they can review it periodically and so they can share it with the other adults in their children's lives such as their spouse, boyfriend or girlfriend, the grandparents, aunts, uncles, cousins, teachers, neighbors, baby-sitters, etc. You may also want to make them aware of the next two tapes in the Successful Parenting series: "Communication is Crucial" and "Discipline Makes the Difference". In addition to these videotapes, there are supplemental parent materials on the topics of self-esteem, communication, and discipline.*

*For more information or to order, contact:*

***Active Parenting Publishers  
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Fax (770) 429-0334  
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*Thank you again for using our videotape and Facilitator's Guide. We hope you'll consider using other tapes, guides, and supplemental materials in the **Successful Parenting** series.*

*We welcome any comments or suggestions about this tape, this Facilitator's Guide or the general concept and how it worked for you.*

*We love to find out about the specific ways you use our materials. We're thrilled when we find out about success stories....please do let us hear from you at our corporate headquarters at P.O. Box 11851, Winston-Salem, North Carolina 27116. Thanks!*



*Barbara Lynn Taylor*

# TEN SUGGESTIONS FOR ENHANCING THE SELF-ESTEEM OF YOUR CHILDREN

1. WORK ON YOUR OWN SELF-ESTEEM
2. PRAISE EFFORTS TOWARD A GOAL
3. UNDERSTAND AND APPRECIATE EACH CHILD AS AN INDIVIDUAL
4. PROVIDE OPPORTUNITIES TO FEEL SUCCESS
5. ALLOW YOUR CHILDREN TO MAKE DECISIONS
6. WHEN CORRECTION IS NEEDED, DO IT IN A POSITIVE WAY
7. PRAISE BUT DON'T JUDGE
8. HELP YOUR CHILDREN TO FEEL LOVABLE AND CAPABLE
9. ESTABLISH EFFECTIVE COMMUNICATION
10. CATCH THEM BEING GOOD

## My Personal Plan

THINGS I ALREADY DO WELL

THINGS I'M GOING TO TRY


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