

Distance Learning

The Now and Future Parent
(2nd Edition)

Parenting

STUDENT WORKBOOK

Episode 1 -2

Division of Adult and Career Education
Los Angeles Unified School District

THE NOW AND FUTURE PARENT WORKBOOK

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The words printed in **bold** in the text are defined in the Glossary near the end of each episode.

SELF-ESTEEM

EPISODE 1. CHAPTER 1 APPRECIATING THE CHILD'S EFFORT PRE-TEST

Answer the following questions by placing a circle around the correct letter.

1. Ammani, a five-year-old boy, tried to dress himself. His father, Russell was not happy with how Ammani's clothes looked. Russell should have told Ammani _____.
 - a. that he looked like a slob.
 - b. to go back to his room and dress again.
 - c. that he was proud of Ammani for putting on his clothes himself.

2. Ammani wants his father to help him dress. His father should _____.
 - a. expect Ammani to know how to dress himself like an adult.
 - b. practice with Ammani so he will know how to dress properly.
 - c. tell Ammani he will be in big trouble if he does not put on his clothes properly.

3. Children who learn to do things for themselves may _____.
 - a. have poor self-esteem.
 - b. feel proud of themselves for developing new abilities.
 - c. not see themselves as worthwhile.

4. Ammani has a high sense of self-esteem. He may _____.
 - a. have trouble making friends.
 - b. have little confidence in himself.
 - c. feel pride in what he is able to do.

5. A child with low self-esteem may _____.
- have a good self-image.
 - not show pride in his or her accomplishments.
 - feel confident in his or her abilities.
6. When parents recognize a child's effort, the child may _____.
- not take pride in his or her accomplishments.
 - become motivated to learn more.
 - feel fearful about trying new things.
7. A child who frequently acts aggressively may _____.
- lack self-confidence.
 - tolerate frustration well.
 - have high self-esteem.
8. When Russell calls Ammani a slob, he may _____ .
- help Ammani to feel good about himself.
 - encourage Ammani to try harder.
 - cause Ammani to feel his effort is not appreciated.
9. In order to help a child feel successful, the parent should _____ .
- make him or her feel guilty for not doing a perfect job.
 - emphasize what the child does right rather than wrong.
 - teach the child that he or she is not competent.
10. Ammani can acquire independence and motivation if Russell _____.
- discourages Ammani from trying new things.
 - encourages Ammani's effort to do things by himself.
 - does not show pride in Ammani's accomplishments.

Summary of Scene 1
APPRECIATING THE CHILD'S EFFORT
Presentation of the Problem

Russell, a single father, was in a hurry to go to work and take his son, five year-old Ammani, to school. Russell told Ammani to dress himself. In the meantime, Russell prepared breakfast and packed Ammani's lunch.

Ammani felt proud of himself for dressing without any help. However, Russell was not pleased because Ammani did not have his clothes on properly. He scolded Ammani for not knowing how to dress and told him he looked like a slob. He also expressed concern that Ammani's teacher would not think well of him if he went to school looking sloppy. Ammani's proud smile faded and he lost confidence in his ability to dress himself. He asked Russell to arrange his clothes for him, but Russell refused. He ordered Ammani to return to his room and re-dress in three minutes.

Solution of the Problem

Russell did not mean to hurt Ammani's feelings. He was frustrated because he felt rushed. He expected Ammani to know how to dress himself like an adult. He did not realize that Ammani probably was already dressing as best he could for his age and ability. What Russell did not understand was that his attitude was discouraging Ammani's sense of **initiative**.

Russell learned that name-calling and putting a negative label on a child discourages initiative. Sending Ammani back to his room to dress again was essentially a punishment because he had already dressed himself as well as he knew how. In order to motivate his child, he needed to recognize the effort. Russell also realized that he was concerned that he would be judged about Ammani's appearance.

In order to encourage his son, Russell acknowledged Ammani's attempt to dress himself. He praised Ammani for his effort and then gently asked how he might straighten out his clothing. Ammani refused Russell's offer of help and managed to straighten out his clothes himself. Russell then suggested that they practice at a later time when they were not in a hurry. In that way, Ammani could learn how to dress himself at his own speed and feel successful.

WHAT IS SELF-ESTEEM?

Our self-esteem is related to how we feel about ourselves. Self-esteem reflects our feelings of self-worth. People who have high self-esteem feel capable and worthwhile. Because they have self-respect, they are more likely to make choices that make life happier for them.

THE DEVELOPMENT OF SELF-ESTEEM IN A YOUNG CHILD

As five-year-olds expand their mental abilities, they try to be more **independent**. As they grow and develop, they change in how they think about and respond to events in their lives.

- . Their ability to meet challenges and complete tasks influences how they feel about themselves.
- . How they see themselves affects their relationships, both inside and outside the family.
- . This is an age when children display initiative. They are eager to learn new skills and to feel **competent**.
- . Children need to see themselves as growing, learning, and developing in ways that are **valued** by their parents.

Children who have initiative are able to think of new ideas or begin tasks on their own. Whether they develop initiative or feelings of inadequacy or guilt depends in part upon how their parents respond to their self-initiated activities. Ammani showed initiative in dressing himself. His father's response to his effort caused him to feel inadequate and incapable.

- . Sometimes parents are overprotective and do not allow their children to try new tasks on their own.
- . They worry that their children will not be successful. This kind of **overprotection** may be harmful to a child's self-esteem because he or she is made to feel **incompetent**.

Some parents may sacrifice all of their own needs in their attempt to do everything for their children, thus preventing the children from developing into competent individuals. In the long run, children may become resentful because their self-esteem has been injured. Parents may feel hurt because their children may not act grateful.

As they start school, children are beginning to judge themselves. They respond both to the demands they place upon themselves and those placed upon them by parents and teachers.

They are expected to be more grown-up, self-controlled and responsible. Many children with high self-esteem consider themselves to be mature as they become more industrious and independent. As children develop new abilities, they compare themselves to others and some may develop feelings of inferiority. When children see themselves as worthwhile and useful, they generally do not develop negative attitudes or destructive behavior.

HOW DO YOUR CHILDREN FEEL ABOUT THEMSELVES?

Generally, children with high self-esteem have characteristics in common.

They often:

- .have leadership ability.
- .handle change easily, such as starting a new school.
- .approach new activities or tasks with confidence.
- .are self-motivated.
- .are able to establish goals which are independent of parents or other adults or children.
- .stand up for their own point of view, even when challenged.
- .trust their own ideas.
- .are **confident** of what they want.
- .begin activities with confidence.

High self-esteem children like to explore and ask questions. They are curious and like to learn. They often:

- .are eager to do new things.
- .set high goals for themselves and want to do their best.
- .are willing to take risks to learn something new.
- .tolerate frustration caused by mistakes.
- .handle criticism and teasing.
- .believe they are good people.
- .show pride in work or accomplishments.
- .often are more sensitive to the needs of others.

Children with low self-esteem also share similar characteristics with each other. They may:

- .act unsure when making decisions.
- .lack confidence in beginning new activities.
- .be fearful of challenges and may shy away from new experiences.

- .act aggressively. They may be more destructive with household possessions.
- .have trouble sharing and getting along with others.
- .overreact to stressful events, teasing or criticism.
- .blame themselves for everything, even when they are not at fault, or they may not take any responsibility for themselves.
- .have difficulty adjusting to change.
- .often look sad and not smile frequently or readily.
- .not show pride in work or accomplishment.
- .not fit in well with groups or make friends easily. They may withdraw or not get involved.
- .avoid eye contact.

A poor self-image can create problems for children. Children who grow up feeling worthless may have problems in school, both in learning and in making friends. Or, they may become friends with other children who have low self-esteem. A child with low self-esteem may grow into a troubled, fearful and insecure adult.

Parents have a tendency to be disappointed when their children do not live up to parental expectations:

- .Sometimes the disappointment comes out in an angry way.
- .A child cannot always distinguish between a parent's frustration and disappointment and actual anger.
- .A child may find living up to his or her parent's standards to be very difficult.

Therefore, it is helpful to the development of self-esteem when parents have **realistic expectations** of their child's capabilities based on his or her age and developmental level.

When we encourage children and focus on what they do right instead of what they do wrong, we give them a sense of pride about themselves. A positive attitude motivates them to begin new activities or learn new skills on their own. Ignoring a child or making negative comments about his or her effort is discouraging. Name-calling lowers children's self-esteem and may cause them to feel afraid to try to do things for themselves. Recognizing and praising a child's effort is important to his or her self-esteem.

FILL-IN EXERCISES

Select words from the following list to fill in the unfinished sentences.

self-esteem initiative appreciated friends names

independent effort expectations worthless

confidence

1. A child's self-esteem is encouraged when the parent has realistic _____.
2. A child's self-esteem may be harmed if the parent calls him or her _____.
3. A child who has low self-esteem may have difficulty in making _____.
4. It is normal for a five-year-old child to want to be _____.
5. When children are able to start tasks on their own, they show _____.
6. A child may feel incompetent when his or her effort is not _____.
7. Children may be willing to take initiative if their parents praise their _____.
8. A child who has not developed a sense of initiative may feel _____.
9. A child who has leadership ability probably has high _____.
10. Allowing a child to practice a skill at his own speed may help him or her develop a sense of mastery and _____.

TRUE OR FALSE

Answer the following questions by placing a circle around the correct letter.

1. T F Children often compare themselves to others.
2. T F Calling a child a name always encourages him or her to improve.
3. T F A child with high self-esteem usually has self-confidence.
4. T F A child who frequently looks sad may suffer from low self-esteem.
5. T F A child with low self-esteem may have learning problems.
6. T F Parents should always expect children to perform on an adult level, regardless of their age and ability.
7. T F It is important for a child to take pride in his or her accomplishments.
8. T F Parents should always sacrifice all of their own needs for their children.
9. T F Having realistic expectations of a child's ability is helpful to the child's self-esteem.
10. T F Recognizing and praising a child's effort is not important.
11. T F When a child is learning a skill, the completion of a task is less important than the effort.
12. T F Practicing a skill with children helps them to develop self-confidence in learning it.
13. T F Showing appreciation for the child's effort often motivates him or her to want to learn more.
14. T F A parent's positive attitude helps to encourage a child to begin new activities on his or her own.

15. T F A child with low self-esteem will not feel fearful of new challenges.
16. T F People with high self-esteem usually like themselves.
17. T F Children with high self-esteem may find it easy to make friends.
18. T F A child who feels worthwhile tends to be more aggressive and destructive.
19. T F A child with low self-esteem may feel inferior to others.
20. T F Children cannot always tell the difference between the parent's anger and disappointment.

POST-TEST

Answer the following questions by placing a circle around the correct letter.

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