



NEW

LIFESTYLE

for raising your **Child**

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for raising your Child

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Education in the family p. 13



Good communication in the home, the best way to educate the child

Boys and girls, even at a very young age, are very receptive. Listening to them in an active way and meeting their needs, helps them to become balanced individuals and provides a warm family atmosphere.



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The first two years p. 33



Important preparation for the future

Often, we do not recognize the importance of focusing on a child's development at an early age when he is still a baby or not much more. At this early age, however, a child can develop habits of obedience, basic feelings of trust towards life and the beginnings of a healthy self-concept.



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The social environment p. 57



The beginning of life's adventure

While the child was still inside its mother, it already experienced early «social relationships». Once born, its life environment focuses on the family. But true socialization occurs gradually as the child begins to make contact with other children and adults at school, in the neighborhood and through the media.



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Character and personality p. 83



Now is the time to create strong individuals

A child is already a person, but through a balanced and holistic education, he can gain the necessary psychological dignity and strength. In addition, good habits will help to perfect his character. Parental love and an active example are necessary if this is to occur successfully.



Outline

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Discipline

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Love makes the journey less difficult

Discipline need not be synonymous with harshness or punishment. Rather, it is education towards self-control. Sometimes we will use reprimands but, in general, discipline consists of taking care of the emotional security of the children and their education as to how to treat others.



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Sex education

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Developing male or female identities

One area that is vital in child development is that of sexuality. Sexual identity (female or male) and preparation towards future healthy enjoyment of sexual relations depends upon a correct focus during childhood.



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The child and school

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The laboratory of life for adults

When boys and girls grow into adults, they will have to face the challenges of a competitive and product-oriented society. They will need to put into practice firm and solid models of coexistence. School is the laboratory in which they begin to practice and experiment a greater social life.

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Self-esteem

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The child's ID

The intelligent love of the parents and careful teaching on the part of educators, provides the child with a realistic and balanced self-concept.

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The family and its values

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Pure horizons

A child must grow intellectually and physically. But complete maturity can only be reached when the child contemplates the moral and spiritual horizons for himself, as well as thinking about the welfare of others.

Education in the family

Principles of Relationships

- 1** The family is a system of basic emotional support.
- 2** Positive and lasting family relationships do not just happen.
- 3** Effective communication is one of the basic rules for family success.
- 4** The first years are vital in several aspects of the child's development.
- 5** A successful family is built on strong effort and dedication.
- 6** Knowledge of developmental stages helps parents to adopt a more effective educational stance.
- 7** Discipline is one of the main support pillars in children's education.
- 8** The family offers the best setting for sex education.
- 9** The family strongly influences intellectual capabilities and school performance.
- 10** The family is a key agent for the healthy development of self-esteem.
- 11** Shared spiritual values unite the family and provide an enriching influence.



The first two years

Types of Development

- Major Physical Development
- The Extent of Intellectual Development
- Stages of Sensorimotor Development
- Piaget and his Theory of Cognitive Development
- Language Development
- Stages of Personality Development



The role of parents

Balanced psychological development

The best strategies of emotional support are based on these principles:

- **The baby needs a comfortable and pleasant atmosphere.** If his psychological needs are to be met, the baby's physiological needs must be satisfied first.
Care for the baby's mental health begins by correctly caring for his diet, cleanliness (of the child and his environment), room temperature and hours of sleep.
- **Physical contact is necessary.** For healthy emotional and affective development, satisfying only the physiological needs is not enough. Caresses, hugs, kisses and, in general, emotional behaviors based on love for the baby, are the **best preventive medicine** for emotional imbalance.
- **Verbal and facial interaction encourages emotional development.** Words spoken softly, an exchange of smiles, and facial expressions and gestures are examples of the **deep communication** that takes place between adult and baby. These activities provide a pleasurable experience to the participants. In addition, they help to develop the emotional tie that serves as a base for a **balanced future** in the areas of emotions and personality.
- **Routine is absolutely necessary.** Changes in the daily routine of the baby affect his emotions. The greater these changes, the greater will be their effects.
Emotional and affective development benefits from regular hours of sleep and eating. The child needs to have a **predictable** schedule. This provides him with **security and trust**.

Lack of affection disorder

Child psychologist Goldfarb showed the many effects upon children who suffer parental rejection. Below we list the more important problems. This group of problems is called Lack of Affection Disorder.

- **Learning difficulties,** poor memory, lack of reasoning ability.
- **Disturbances in special and time orientation,** specific difficulty in understanding mathematical problems (especially geometric ones) and correctly capturing the idea of time.
- **Deficiencies in the inhibitory processes** that control nervous system activities and problems with self control that translate into disorganized behavior, hyperactivity, with frequent temper tantrums and incontinence.
- **Need for affection and love,** while experiencing insecurity and mistrust towards those persons who seem will-
- **Regression to less advanced behaviors** than those that correspond to the child's age.

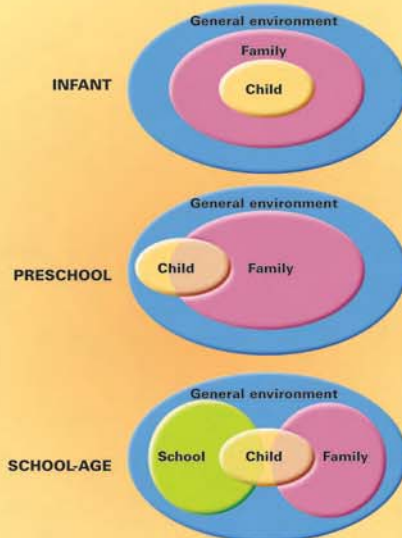


The social environment

Different Environments of the Child

- 1 The Preschool Child in the Family.
- 2 The Preschool-aged Child Away From Home.
- 3 The School-aged Child at Home.
- 4 The School-aged Child in the Group.

The child's social world: its development



The infant lives entirely in the center of the family. By preschool age, the child's environment is mixed (between the family and the general environment). But the true social lift-off occurs with the beginning of compulsory school.



Character and personality

The process of character formation

There is a wise maxim which says: «Sow a thought and reap an action, sow an action and reap a habit. Sow a habit and reap character; sow character and reap a destiny».

Example: How does one build respect and consideration for others?

1. Motive: Peggy is 6 years old and is playing ball in the park. She sees another girl not far away who is smaller and who has a jump rope. Peggy wants to have the jump rope so she can enjoy jumping with it.

2. Thought: She says to herself, "I'm going to take the jump rope away from the little girl so I can use it."

3. Action: Peggy approaches the girl, takes the rope, pushes the girl away, and begins to jump with it. The other girl runs away crying.

Let's suppose that no one reacts to this behavior.

4. Habit: Peggy repeats the same action with other children and other toys on other occasions. The consequences of her action do not result in punishment; in fact, she only feels the pleasure of playing with a toy that she wants for as long as she likes.



5. Character: The repetition of the behavior not only becomes a habit, it now forms part of Peggy's repertoire and soon becomes her unique identity. She has become a girl who does not care for the feelings of others and who satisfies her desires through the use of force. Changing her behavior at this point comes difficult.

The scene would have ended very differently if, in the action phase, Peggy's mother or father had stopped her, expressed violence and counseled her in appropriate responses (such as asking for a turn with the rope in exchange for a turn with the ball). On the other hand, imagine the consequences of external approval, for example, from her father who might say, "Don't worry if the little girl cries; she's just silly... if you do not look out for yourself, no one else will..."

This would bring two rewards: it would reinforce Peggy's behavior twice, once for playing with the toy and the other for her father. The habit is guaranteed with repetition, so is the formation of a negative character trait.

How to Encourage Balanced Personality Development

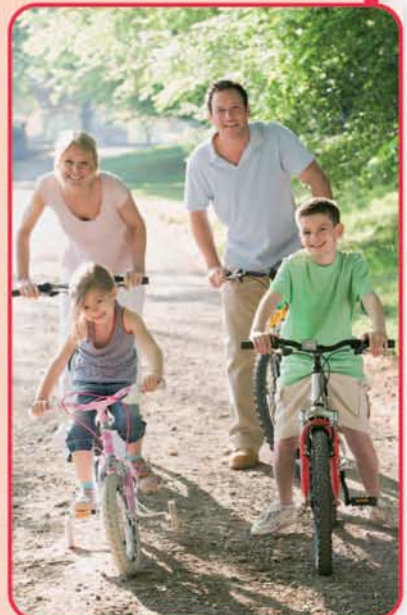
- 1 Emotional security.
- 2 Self-esteem.
- 3 Feelings of acceptance.

How to encourage balanced personality development

In the same way that good physical development can only be achieved with correct diet, the satisfaction of basic psychological needs is necessary for normal and balanced mental development. Here are the most important psychological needs:

- **Emotional security.** This is the first need that the child shows. It includes love, a warm family atmosphere, and understanding. This helps the child to value self.
- **Self-esteem.** This is the understanding and ability to value personal dignity and is closely linked to self-confidence (security in oneself). Although disproportionate growth in this area is harmful, a child needs a proper amount if he is to avoid feeling timid, insecure, backward or full of problems.
- **Feelings of acceptance.** This comes from social interaction and has an emotional base.

If these needs are met, the child will show signs of happiness, confidence and correct personality development. If, on the other hand, these needs are not sufficiently covered, feelings of failure, frustration and discontent can cause the beginnings of problematic defensive mechanisms.



Discipline

The role of parents



Parental discipline encourages self-discipline

Firm and loving care of children by their parents is absolutely necessary if they are to learn respect and coexistence. Here are a series of suggestions that will help parents in their decisive role:

- A personal relationship between parents and children encourages **confidence** and emphasizes the need for **personal responsibility**.
- It is important to provide the **freedom to explore** within flexible but efficient guidelines. This helps the child to develop a **balanced self-image**.
- A **good parental example**, that tends to be followed either consciously or unconsciously, is one way to discipline in an effective yet non-traumatic fashion.
- **Emotional support** from parents will help children to overcome their own feelings of inadequacy, anxiety or lack of confidence.
- At all times, parents should allow space within which the child can learn to realize his or her own potential.
- It is important to talk to children in a way that encourages them to take responsibility for their actions.
- Parents should be aware of a child's talents and abilities and encourage them to behave in a way that is consistent with their potential.
- It is important for parents to set standards based on **recognizable principles**.
- The relationship between parents and children should not take place in a vacuum but within a **practical context** such as work, study or play.
- **Children's personal rights and feelings** should be respected and should never be broken or interfered with by the parents.
- It is important to educate children through **love and patience** rather than through fear or guilt.
- In conversations, parents should express their **sincere convictions** and should avoid childish interpretations.
- The family should set aside adequate times and situations in order to **relieve** the emotional or nervous tensions of



Main Concepts

- What Is Discipline?
- What Is the Purpose of Discipline?
- How to Discipline
- Causes of Lack of Discipline
- Educational Discipline

Reprimanding your child



- True reprimand has as its objective the development of the child's **moral conscience**.
- The **type of reprimand** used should depend upon age, temperament, attitudes and circumstances in which the act has been performed.
- Before reprimanding your child, **be sure** that he acted deliberately or knowingly and not out of nervousness or by mistake.
- Maintain **calmness**, self-control and objectivity at all times.
- Act in a way that will not frighten or inhibit the child. **Avoid angry expressions**, physical threats or a raised voice.
- Look for a way to **calmly talk with** the child, listening with interest and with the attitude of forgiveness.
- Concentrate on the **positive** side of the behavior rather than on what you want to reprimand. Explain the natural consequences of the bad behavior, avoiding excessive threats or promises that are difficult to keep. In general, reprimand at the right time and do it wisely, patiently, lovingly and with fairness.

Sex education

Important Questions

- What Should a Preschool-aged Child Know?
- What Should a School-aged Child Know?
- Values and Attitudes Towards Sex
- Sexual Identity



Development of a child's sexuality

Stage	Age	Manifestation	Consequence
Oral	0-12 months	Sucking	Pleasure in the stimulation of the oral mucous.
Anal	2-4 years	Evacuation/retention	The child achieves anal control and can now retain or evacuate the feces. This gives him satisfaction and security.
Phallic	3-4 years	Rubbing the genitals	Boys and girls touch their genitals in order to explore their body and receive satisfaction.

More information may be found in the Encyclopedia of health and education for the family, Vol. 1, p. 347, from Editorial Safeliz.

In the vast majority of cases, these stages follow a normal course, which allows the child to understand his own body. These behaviors then tend to disappear gradually. They are natural stages that should not worry parents.



Useful Principles Applicable to Sex Education

- 1 The child needs to clearly understand the differences between a man and a woman.
- 2 It is important that the child identify with the gender.
- 3 Culture and society determine these roles to a great extent.
- 4 One should recognize the real differences that exist between men and women.
- 5 It is never appropriate to teach sexual stereotypes in a rigid and inflexible way.

The child and school

Possible childhood problems during the preschool years

In the vast majority of cases, behavioral or learning problems are temporary and do not overly disturb the process of development. At times they are the product of immaturity or of some passing hurt or emotional impact. It is good for parents to understand the nature of these problems in order to know how to deal with them and when to consult a professional.

Fear of school. Many children cry the first time they go to school since they are not accustomed to being away from their parents. Good **psychological preparation** is advisable: talk about school, play «pretend school»,... a patient and kind teacher can also help.

Loss of first place. The natural selfishness of the child as well as incorrect demonstrations of parental love often cause the child to feel he is the «star» of the home. At school, he becomes «one more». This can come as a shock to the child, but he will get used to the idea once he realizes that his friends are equal to him.

Changes in personality. A temporary crisis

children, especially boys, take longer to achieve a good sense of laterality. They reverse their letters and words when speaking or reading. This is a fairly common problem that almost always disappears with time. Instead of forcing the child to «write correctly», it is better to increase the child's dexterity through psychomotor exercises.

The left-handed child. Left-handedness is not a defect. It is based upon laterality in the case of some children (approximately 10 percent), whose left muscles dominate. It is important not to force the child to use her right hand but to improve conditions so as to make it easier to use the dominant hand.

Lack of control over impulses. Some children kick or break their toys, hit others in order to take away their toys, cry, scream and insult others constantly. These children are generally immature and they copy these attitudes from adults, friends or characters from television programs. They obviously need a plan of behavioral **re-education**, which should be implemented immediately (see pages 53 and 101-109).

Lack of attention. The child tends to be easily distracted and is a slow learner. This may be caused by problems of sight or hearing or may be due to sleep deprivation, poor nutrition or poor recreation.

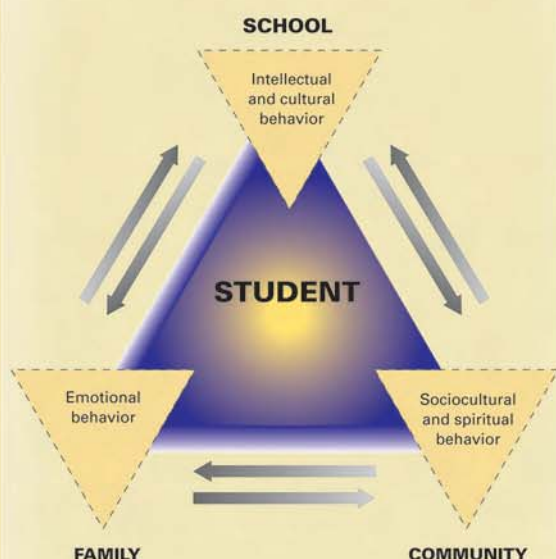
The thief or child who lies. Excessive use of wild stories, films and fiction in which children frequently lie or steal, can cause the child to believe that this is normal. Parents must explain to their children that these behaviors are not acceptable and should be avoided at any cost because such behaviors can carry negative consequences (see pages 97 and ff.).

The child who eats too little. The amount that children eat varies significantly from one child to the next. If the boy or girl is healthy and demonstrates normal behaviors, it is likely that he or she is eating enough. It is important, however, to avoid the formation of bad habits by allowing the child to eat candies and sweets at any time or by using a system of rewards based almost entirely upon candies and chocolates.

Sleep difficulties. Many homes encourage bad sleep habits. Late and heavy suppers keep the children awake until late even though they must rise early the next morning to go to school. A preschool-aged child should sleep at least 11 hours in a peaceful and quiet atmosphere.

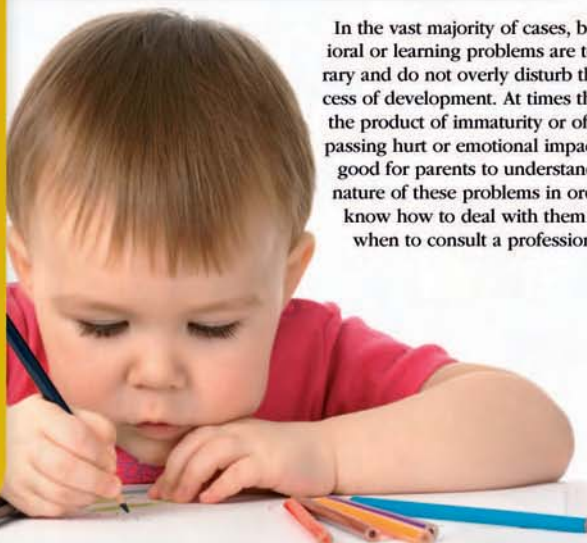


The educational triangle



Three environments intervene in the child's educational process in a decisive way: family, school and community. In order for this process to evolve successfully, these three agencies must make sure that their objectives and methods coincide.

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Self-esteem

Results of healthy self-esteem

Although it is not a panacea, good self-esteem is the basis of healthy emotional development and success in various aspects of life. Here are some of its most important effects:

- 1. Good intentions.** Children with healthy levels of self-esteem tend to exhibit healthy behavior without bad intentions. In their games and activities, they do not look for the bad of others, but enjoy healthy recreation.
- 2. Security and optimism.** Adequate self-esteem provides the child with appropriate levels of security in his own abilities and a general optimism towards challenges.
- 3. Emotional wellbeing.** A balanced self-concept guarantees good feelings about oneself. It helps one to feel more deserving and therefore happier.
- 4. General ability.** With an enriched self-esteem, a child feels more capable, more creative and more successful in whatever he does.
- 5. Better relationships.** Good self-esteem helps a child to develop social relationships and he is able to make friends spontaneously and naturally.
- 6. Fearlessness.** A child who has a good self-concept is not afraid of the world or its challenges; in fact, he views these as goals to be reached.
- 7. Success at school.** Feelings of adequacy are essential if a child is to successfully face school tasks. This makes up an important part of childhood.
- 8. Better spirituality.** Good self-esteem helps to... «Seek to inspire... It requires the finest... man na... and pat... and wa... more ir... cation».



Relevant Items about Self-esteem

- 1 What is Self-esteem?
- 2 How Self-esteem is Formed?
- 3 Factors of Self-esteem
- 4 The Parents' Task

The role of parents



How to encourage self-esteem in children

It would be helpful if «schools for parents» were more common. Such places could teach parents the basics on how to educate their children. The fact is that parents tend to learn through experience. It is our hope that we can help parents and teachers. For this reason, we offer the following suggestions:

- 1. Avoid making negative comparisons between siblings, friends or relatives.** Avoid comments such as, «At your age, Mary was more studious and obedient than you». When repeated frequently in different contexts, such comments disturb the child's development of a normal self-concept.
- 2. Do not joke about physical defects, appearance or ethnic origin.** Adults must make sure that children do not tease each other in this way.
- 3. Do not attribute low levels of competence to your child when he forgets something.** Parental expectations for their children should always be adjusted to their corresponding age and maturity. For example, it would be inappropriate to become angry with a 7-year-old child because he forgot to do something the parent asked of him.
- 4. Do not confuse slowness with lack of ability.** Some children take longer than normal to complete their tasks (dress, eat, do their homework, etc.). This does not mean they lack intellectual ability.
- 5. Avoid automatic punishment for not liking school or being afraid of the teacher.** Although it is true that sometimes children complain without reason, one should never underestimate a child's message.
- 6. Carefully observe any problem in language, writing or reading in order to take proper measures.** These problems may be caused by specific difficulties and early detection can help to correct them.
- 7. Avoid any punishment that consists in depriving the child of love or affection.** Sometimes parents adopt a negative attitude towards children when they do not completely meet parental expectations. Coldness and harshness ruins a child's self-esteem.
- 8. Do not leave the child alone for long periods.** Self-esteem is nourished through a healthy relationship with other children of the same age. Companionship and interaction with parents in games, walks and recreation is also necessary.
- 9. Do not constantly repeat negative messages:** «You are bad, a cry-baby, rebellious, disrespectful...», instead of correcting the wrong behavior.
- 10. Do not frighten your child with ghosts, demons, witches or monsters** in order to keep her quiet or to make her sleep. This causes insecurity and fear, two emotions that cause low self-esteem.
- 11. Avoid creating feelings of guilt.** Do not continually state that everything negative happens because of the child's bad behavior. The child's mind draws cause-effect relationships between independent acts. It is easy for her to believe that her bad behavior can be the direct cause of a family catastrophe.
- 12. Do not deny your child enjoyable experiences, or small parties or gifts.** These things, always in reasonable measure, are important elements in the child's emotional development.

The family and values

Ethical and spiritual development

The first seven years of life are decisive in the development of spiritual values. When a child reaches school age and especially puberty, he has sufficient intellectual and moral maturity to be able to establish his own ethical value system. We provide here some observations for parents and teachers who wish to positively influence the spiritual development of children.

Faith is the **engine of life**. Without it, the past is difficult to explain, the present makes little sense, and the future is very worrying. Although it is difficult for children and adolescents to identify the origin of their fears and uneasiness, they can realize that, when they have developed a **reasonable and reasoned faith**, they are able to face life with confidence and optimism.

Meaning of life

No one has ever discovered more positive motivation or a better antidote for feelings of being lost and the «drop-out» mentality than those who know they are **part of the divine plan** of a generous Creator. Such people know that, in spite of the inevitable storm clouds of life, the Creator cares for each and every one of his creatures in an individual and constant way.

That young thirty-year-old Teacher of all teachers, known by his countrymen as Jesus of Nazareth, said that **life, and especially everlasting life**, consists of «knowing the only true God and Jesus Christ whom He has sent. (John 17:3)

Children of the heavenly father

The parable of the lost sheep in which the shepherd leaves the other 99 to go in search of one—according to Matthew 18:12-14—, gives a comforting glimpse of God as a **Father who never forgets his children**—children, youths or adults—and who guides them through the sometimes difficult paths of life through revelation, nature, the conscience and the sacred Scriptures.

Many believers have experienced the joy of being led by Providence when they needed to make important decisions in life. Personal experience, when shared with children in a positive way, is perhaps the best way to teach the meaning of faith since the value of experience is irrefutable.

The virtue that adds value to life

When a child has been taught to regard himself as a **child of the He-**



quest author sees the Heavenly Child made and real like for the development of mental administration in good

A good development program

Jesus Christ, as a historical personality, divided history into two parts, the time before His birth and time afterwards.

Although some may not accept the reality of this event, no one can deny His teachings as reflected in the Gospels of the New Testament. The ethical superiority of His doctrine is such that all other ideologies try to base themselves on His principles of brotherhood, respect, forgiveness and responsibility towards those less fortunate.

Jesus Christ taught that the **principle of love**—not merely its sentimental side—is the life-giving energy of the universe. And it is so powerful that not even its enemies—no matter how heavily armed either materially or ideologically—can resist it.

Confronted with the idea of a harsh and dis-



adigms because the biographies of Sacred Scripture present both the positive traits and the faults and weaknesses of its heroes.

In the Bible, we find many young heroes whose lives are a demonstration of the influence of the home.

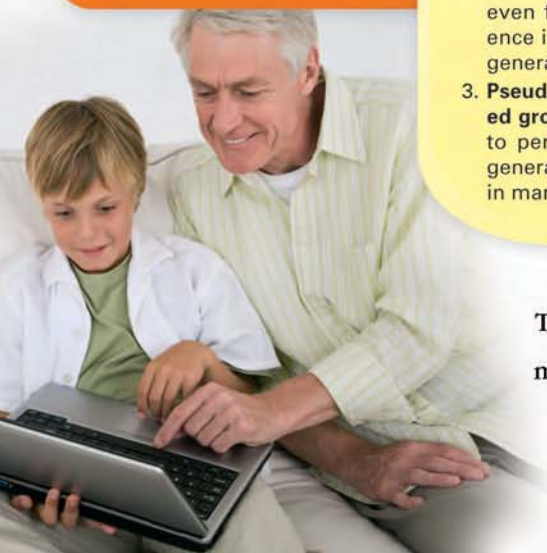
We have **Joseph** in Egypt, the **young maid** in the service of **Naaman**, and **Daniel** and his

Need for teaching values

Teaching, educating and promoting values is **more necessary each day** because:

1. **Confusion**, including the **reversal of values** especially in the social, ethical and spiritual realms, often manifests itself within society as ethical indefinición, materialism and skepticism.
2. The **great crisis in moral principles** throughout all areas of society (political, economical, institutional, and even familial and personal) influence in a special way the younger generations.
3. **Pseudo-mystical or pseudo-liberated groups** continue to offer «ways to perfection» in order to fill the generalized spiritual vacuum found in many homes.

4. **Disproportionate trust in political, economic and technological solutions** lead to mistrust in human or social solutions of understanding and empathy.
5. The overwhelming moral **corruption**, caused by the media and expressed in certain manifestations termed as art, continue to invade society.
6. **Devaluation of genuine spirituality and of belief in the transcendental**, united with irony, if not outright ridicule towards altruism and faith, are becoming more common.
7. Obvious disenchantment caused by the **bad examples** of traditional leaders and models result in **hopelessness**.



Today, more than ever before, education of human beings must be holistic. It must have as its unrenounced objective the provision of all the knowledge that will produce an intelligent, able, just, wise and loving person.

Play at different ages



Socialization stages of play according to M. Parten

Play stage	Age	Definition
Solitary play	From 2 years	The child plays alone with a toy or object, remaining aloof to what is happening around him.
Parallel play	From 3 years	The child continues to play individually, but enjoys the presence of other children nearby. Interaction is limited to fights over toys.
Associative play	From 4 years	Plays with other children. Interchanges toys, converses and maintains general interaction but without sharing a common goal.
Cooperative play	From 6-7 years	At this age, children play in teams in order to carry out a collective project (for example, build a sandcastle). They assign individual tasks (for example: «You get the water and I will get the sand».) They acknowledge the leader or leaders of the group.

Tests

Test

School performance

From 10 years of age

Are the conditions right for my child?

Answer Yes or No to the following questions about your son or daughter

- | | YES | NO |
|---|--------------------------|--------------------------|
| 1. Is my child experiencing overall growth in a balanced way? | ☐ | ☐ |
| 2. Does my child possess necessary intelligence? | ☐ | ☐ |
| 3. Does my child spend too much time playing with friends? | ☐ | ☐ |
| 4. Does my child have a good memory? | ☐ | ☐ |
| 5. Does my child lack basic knowledge or skills that a child of similar age would normally possess? | ☐ | ☐ |
| 6. Does my child generally like the school that he or she attends? | ☐ | ☐ |
| 7. Has my child suffered an accident or long illness in the last year? | ☐ | ☐ |
| 8. Does my child speak well of the teacher(s)? | ☐ | ☐ |
| 9. Has my child had any disciplinary problems in the last year? | ☐ | ☐ |
| 10. Does my child like most subjects? | ☐ | ☐ |
| 11. Does my child get up many times while doing homework? | ☐ | ☐ |
| 12. Does my child study at the same time each day? | ☐ | ☐ |
| 13. Does my child almost always study with friends? | ☐ | ☐ |
| 14. Does my child study actively, with paper and pen? | ☐ | ☐ |
| 15. Does my child leave studies until the day before? | ☐ | ☐ |
| 16. Does my child underline the important parts of his or her work? | ☐ | ☐ |
| 17. Does my child watch more than one hour of television a day? | ☐ | ☐ |
| 18. Does my child study first and play later? | ☐ | ☐ |
| 19. Are there frequent fights in the family? | ☐ | ☐ |
| 20. Does my child have a quiet atmosphere to study in? | ☐ | ☐ |

Scale

EVEN QUESTIONS: Add one point for each **positive answer** and subtract one point for each **negative answer**.

ODD QUESTIONS: Add one point for each **negative answer** and subtract one point for each **positive answer**.

Test

Does your child have a balanced self-esteem?

Self-esteem is evaluated through a series of personal attributes that children (and adults) value in themselves. According to Susan Harter, a cutting-edge researcher in the area of childhood self-esteem, its basic components are: **intellectual ability, physical attractiveness, natural ability in sports, social abilities to relate with other children, and general behavior.**

Ask your child the following questions in order to estimate his or her level of self-esteem

- | | Casi nunca | Casi siempre |
|---|------------|--------------|
| 1. Do you get good grades in school? | 1 2 3 4 5 | 1 2 3 4 5 |
| 2. Are you one of the first to finish tasks in school? | 1 2 3 4 5 | 1 2 3 4 5 |
| 3. Do you consider yourself handsome or pretty? | 1 2 3 4 5 | 1 2 3 4 5 |
| 4. Do you maintain normal weight for your age and height? | 1 2 3 4 5 | 1 2 3 4 5 |
| 5. Are you good at sports? | 1 2 3 4 5 | 1 2 3 4 5 |
| 6. Do you enjoy playing outdoors? | 1 2 3 4 5 | 1 2 3 4 5 |
| 7. Do you get on well with your friends? | 1 2 3 4 5 | 1 2 3 4 5 |
| 8. Do you make new friends easily? | 1 2 3 4 5 | 1 2 3 4 5 |
| 9. Are you usually obedient at school? | 1 2 3 4 5 | 1 2 3 4 5 |
| 10. Are you usually obedient at home? | 1 2 3 4 5 | 1 2 3 4 5 |

Scale

10-20 Self-esteem is very low. Encourage your child regarding his/her abilities, attractiveness, relationships, etc. Try to show that he/she, like all people, has valuable traits.

21-25 Self-esteem is acceptable but can be improved. Perhaps your child is experiencing a difficult stage in school or in the family. His/her self-esteem can grow and develop but it will need a small push.

26-40 Good level of self-esteem. Your son/daughter has an appropriate self-esteem. He/she is aware of most personal abilities and is confident.

41-50 Self-esteem is very good. Your child is very confident and is aware of his/her abilities and is confident.

From the Psychologist's Desk

Most Frequent Doubts

- He Will Be Jealous of His Brother
- The Spoiled Child
- The Crying Child
- Feeding Is a Problem
- Now He Has Started to Stutter Again
- She Is Afraid of the Dark
- She Still Sucks Her Thumb
- He Has a Nervous Tic in the Eye
- My Son Is 'Overactive'
- He Has Started Wetting the Bed Again
- She Finds It Impossible To Stop Chewing Her Nails



Child guidance: a difficult, but obtainable art

- Child guidance involves the harmonious development of all aspects of an individual: mind, body, and spirit.
- The first and most important school for our children is the home.
- Parental influence and example play a decisive role in the character development of children.
- The authors of this book, experienced educators and parents, share with us the secrets of education, both in the home and at school.
- Upon what values are we building the character of our children?
- If nothing is more important to you than your children, read this book: a beacon that will help you lead your children down the path of goodness, success and happiness.

