

Affirmation Ovals

139 Ways To Give and Get Affirmations

by Jean Illsley Clarke and Carole Gesme

Structure

I love you even
when we differ;
I love growing
with you.

6-12 yrs.

Identity,
Sexuality,
Separation

My love is
always with you.
I trust you to ask for
my support.

13-19 yrs.

Being

I'm glad
you are
alive.

Birth-6 mos.

Being

I love you
and I care
for you
willingly.

Birth-6 mos.

Doing

I love you
when you are
active and
when you
are quiet.

6-18 mos.

Identity
and Power

I love who you are.

3-6 yrs.

Thinking

You can become
separate from me
and I will continue
to love you.

18 mos.-3 yrs.

Interdependence

Your love
matures
and expands.

Adult

Interdependence

You are
lovable at
every age

Adult



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by **Jean Illsley Clarke**
and **Carole Gesme**

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Educational Developmental Affirmations

For children	For parents	For adults
Deciding Healthy decisions we hope children are making.	Providing Reminders to parents to provide an environment that supports the child in making these decisions.	Redeciding Offer adults a chance to evaluate old decisions and make some new ones.

Different Ways These Activities Have Been Used

"I open my staff meetings with affirmations and have been looking for new ways to do that. I find the activities in this book easy to modify. Thanks." **Laura Goetz, Day Care Center Director**

"I work in an inner city school where it is sometimes difficult for the children to leave school and go to their troubled homes. I close each day with an affirmation. When kids hang around the room (this happens a lot on Friday) instead of heading home, I realize they are looking for special affirmation. This book gives me new ideas for using the affirmations during class time." **Jim Epperly, Elementary School Teacher**

"Giving affirmations to teenagers reminds them and me that we can move out of critical attitudes and behaviors and into structure that builds self-esteem. I use the affirmations with teenagers in two ways generally, to build self-esteem, and specifically to respond to misbehavior to let them know what to do instead." **Robert Elliot, High School Education Vocational Teacher**

I use these activities with educators and parents to help them experience the affirmations. Their response is, "Tell me more ways to use these!" **Connie Dawson, College Teacher and Parent Educator**

"This is an idea book! I use these activities in support groups and parenting classes." **Nat Houtz, College Instructor in Family Life Education**

"I use the affirmations in my pediatric practice to facilitate healthy growth and development of children. The posters are on my office walls, so parents and kids often ask me about them. Sometimes, when parents are having a problem with a child I give them a prescription of Ovals to give three times a day." **Christine Ternand, Pediatrician**

"I use the affirmations with the children, parents, and staff in our program for children with special needs. I welcome these new ideas!" **Marilyn Neel, Social Worker**

"I use affirmations to give my clients the tools to return to an OK position after experiencing unpleasant, painful, critical and/or discounting experiences." **Arline Fillmore, Licensed Psychologist**

"The affirmations are a powerful part of our chemical abuse prevention program for elementary schools. We appreciate the variety of ways to present the affirmations to children and to the people who work with them." **Marion London, Project Charlie**

"An outside speaker presented the affirmations at my Twelve-Step Program. We have been starting and ending our meetings with the affirmations ever since, and we are going through this book one meeting at a time." **Member of a Twelve-Step Program**

"I say the affirmations to the newborns and older children in my practice and use the messages to reassure parents that they are on the right track in parenting and to give them further information about themselves as individuals and parents." **Roxanne Michelson, RN, Certified Pediatric Nurse Practitioner**

Questions People Ask About Affirmations

1. What are these affirmations for?

These affirmations are life-supporting messages that give people hope and direction for growth and health. They help the individual learn the skills of each developmental stage. They help repair aspects of growth that were not well done, and they are useful in prevention programs because they help individuals build the background for making good decisions about life. Incorporating these messages into our lives helps us raise our self-esteem and improve our health. As we believe and accept the affirmations on deeper and deeper levels, we become more attractive, productive, loving and joyful.

2. What do I need to know about the Affirmation Ovals? (See envelope for sample set)

a. What the colors and ages mean.

There is a different color for each cluster of developmental learnings. The colors are arranged like the rainbow to remind us that the tasks are natural and sequential. The ages written on the ovals indicate the ages at which each message first gets strong focus as a developmental task. After that we re-focus on each task many times according to our rhythms of growth and in response to our life experiences. We tend to re-focus on the tasks that our children or the children we teach are doing. Each time we recycle or focus again on a developmental task we have the chance to reinforce our ability to learn to use those skills in more sophisticated ways.

Red	0 to 6 months	Light Blue	6 to 12 years
Orange	6 to 18 months	Dark Blue	Teen to adult years
Yellow	18 months to 3 years	Violet	Adult
Green	3 to 6 years		

Since people need the set for their age plus all earlier sets, adults need the entire set of rainbow of colors.

b. Why the affirmations are oval.

The oval is a symbol of constantly renewed life and of hope.

c. Why there are more violet ovals than other colors.

The adult stage of growth, (violet colored ovals) is the longest stage and there are many developmental tasks to be covered. Grown-ups not only constantly recycle earlier skills, but they also have complex adult skills to learn and use. The adult years present a variety of ever-expanding challenges for growth.

d. Why the affirmations say "you" instead of "I"; "you belong here" instead of "I belong here."

The affirmations are permissions to offer to another person. They tell what you think and believe. That person may then change the message from "you can" to "I do." You can say "I do" when you read them to yourselves. Affirmations offered to another person should tell what you think and believe about him. The authors are strongly opposed to telling other people how to think. To urge a person who is depressed to say, "I am the greatest!" may push him toward further depression or alienation from his feelings. It is important for people to think and feel and choose which affirmations to incorporate and to do that at their own pace.

e. What is the sub-set of affirmations called the Love Affirmations?

The Love Affirmations are the ones that say "I love you unconditionally for being yourself and for doing your developmental tasks." While all expressions of unconditional love are appropriate at every age, the

colors and ages printed on the ovals indicate the times at which each is a major focus of growth. The Love Affirmations are printed on the last oval of each strip. They are designated by a heart on the listing of affirmations, page 37. Because there are many activities that you can do using the eight Love Affirmations, they are available as mini sets.

f. Why do the ovals come in three sizes?

The three sizes of ovals were designed and tested to be used in different ways.

- The small ones were intended for individuals. They are small, elegant, compact reminders of what we need for ourselves and what we need to offer others. They are convenient-- children of all ages like them.
- The middle size ovals are easier to read and to use in group activities.
- The large ovals were designed as posters to be read across the room.
- The unperforated strips were intended for use as bookmarks.

These design and manufacturing assumptions turned out to be limited. People use the different sizes in different ways for their own reasons. Please let us know what you discover about the learnings people have from using the different sizes.

3. What do I need to know about using these affirmations?

On a personal level:

Don't give an affirmation to someone else at a moment when you don't feel and believe it. If you do, the person may pick up the conflict in it and feel confused instead of affirmed. If you can't give some of these messages to your child, do what you need to do for yourself (get help, rest, education, therapy, whatever) so that you can believe the messages and give them.

Do give yourself affirmations even when you think you don't believe them. You will be tapping into the healthy, loving part of yourself.

As a Leader:

You can use these affirmations without explaining what each one means. The more you know about human development, the easier it will be for you to answer questions about them. The next section on Love Affirmations has some general developmental information. The more you think through each affirmation for yourself, the easier it will be to discuss individual messages with people. Share from your own experience. Ask questions of others, or even say, "I'm not clear on that one myself today, I must need to learn more about it." For additional resources see page 51.

Recently, a parent asked if the word "sexuality" on the adolescent set meant that we are advocating that adolescents have sexual intercourse. Our reply: "Absolutely not! What it does mean is that accepting our sexuality is part of accepting ourselves as whole persons, including what our maleness or femaleness means to us. Probably early sexual intercourse slows down the process of exploring the many aspects of being a woman instead of a girl or a man instead of a boy. Early sexual contact may be a misplaced attempt to get needed nurturing."

"What you need is important to me." We find that we often have to help people understand the difference between needs and wants. You need air, food, water, shelter, exercise, recognition, rest, stimulation, strokes, etc. You may want to quit your job or go to Disney World or leave the baby for the week to participate in some special experience. You do need stimulation. There are many ways to get it without breaking the universal contract that parents meet the needs of their children. Adults have many options for getting their needs met. Young children's options are limited to the ones their caring adults offer.

4. Why use the ovals? Why not just use the list of affirmations on page 37?

- Feel free to use both.
- While visual people learn well from lists, people who learn by doing find handling the ovals speeds their learning.
- People learn more if they see, hear, and do something than if they only see or only hear.
- Since people don't need all of the messages at one time, using individual ovals helps people identify the specific messages they need at any given time.
- Many people like the comfort of knowing they have the whole list while they use the individual affirmation ovals. Some people are overwhelmed by the list and find using the ovals much more manageable.

5. Where can I use the Affirmation Activities?

Use the activities in any group setting:

- where the specific activity fits with the stated purpose of the group.
- where people have tasks to do and getting some attention and affirmation for themselves first will energize them to the task.
- to help people leave behind whatever they came from and focus on being here and now in this group.
- where focusing on individual needs and growth will be an appropriate celebration or closure to tasks completed.
- when you want to help people get their needs met.

6. With what populations of people are these affirmations helpful?

All people. All ages.

Affirmations are especially helpful for people who are in stressful situations. We have used them with babies, children, adolescents, young adults, middle-aged, adults and the elderly. We have used them in homes, schools, half-way houses, colleges, social service organizations, prisons, churches, and treatment centers.

The affirmations are helpful to people who didn't get everything they needed the first time around. That includes all of us and especially people from family systems where the nurturing was uneven such as families where alcohol was misused and/or children were abused.

7. Can I adapt and change these activities?

Of course. Just remember to present the affirmations as offerings and suggestions. Affirmations are helps and guides, not obligations or "shoulds." No one is to be criticized for not knowing, believing, understanding or wanting an affirmation. Trust people to know what they need and to move at a pace that is helpful to them. Sometimes people gobble up the affirmations. Sometimes an adult reads the affirmations, recognizes that he or she did not receive them as a child, rejects them, takes time to grieve his or her loss, and then returns to learn more about these life supporting messages and to use them to grow.

When we meet children who are not getting these messages in their individual settings and who resent the ovals, we accept the children's right to reject the ovals. We continue to offer these kids the option of putting the ovals in their pockets and giving themselves the messages anyway.

8. What if I don't know about the Developmental Stages?

You can start to learn about the Developmental Stages by reading the following information about the unconditional Love Affirmations for each stage.

LOVE AFFIRMATIONS

by Jean Illsley Clarke

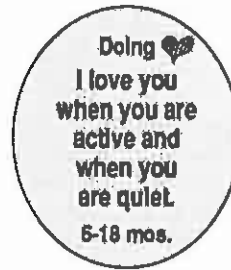
There are specific love messages or affirmations that we offer children and adults to let them know that we love them unconditionally and that we are glad they are doing the developmental tasks that they need to be doing for their age and stage. "I love you and it's OK with me that you are doing your developmental tasks." Here are the specific *unconditional love messages that are important all of our lives, but that put special focus on the task of each developmental stage*. I will address the stages one at a time. You can think about the messages and then decide on 17 ways to let your children know, both by what you say, and what you do, that these messages come from you with truth and sincerity and that you want your children to believe, and to incorporate these esteem-building foundation blocks. You can also offer them to yourself, and to everyone else who is important to you.

**I love you!
and I care for
you willingly**

The BEING task starts from birth to 6 months and continues all of our lives.

The job is to decide to live, to "be." When your infant has loving, willing care he can learn to trust, to trust his own ability, to call out and get his needs met, and to trust his world. He especially needs to trust his special caregiving one's to be reached-out-to, to be loved and smiled at, talked to, hugged, and cherished. Each time you say these affirming words or do one of these actions, you help your infant build a firm ground of self-esteem.

"But," you say, "How can I let him know I care for him willingly when he has colic and I have an acute case of fatigue and guilt, and want to quit?" Do what you can for him. Have him checked by your doctor and try all of the medical suggestions. Tell him. Say, "Baby boy, I love you, and I want to help, and right now, I don't know what to do, and I'm tired and grumpy, but underneath all that I want you to know that I love you and I wish you didn't hurt." Then get someone else to care for him for an evening while you get out and have some relief and some fun. Care for yourself. Continue to say and believe this affirmation for him and for yourself for the rest of your lives.



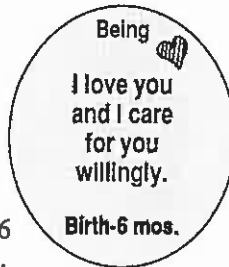
**I love you when
you are active
and
when you are
quiet.**

The DOING task starts from 6 to 18 months and continues all of our lives. At this age your child separates from your lap and moves out to explore her world. Not the complex world of politics or philosophy, but the immediate world of sights, sounds, tastes, textures, shapes, sizes and places.

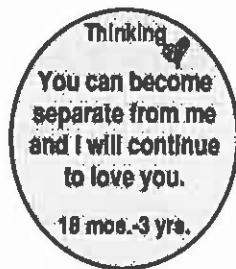
How can you prepare this world for her? Hopefully, she will have one or two rooms in which to do her exploring freely, with firm gates protecting her from rooms that have the hazards of grown-up comforts. Remove everything that would be unsafe for her and put safety plugs in the electrical outlets. Can she pound a toy on the coffee table to find out how that feels and sounds? If not, move the "good" coffee table behind the gate and get something she can pound and climb on. Think of things to put on the table for her—objects that are round, square, smooth, rough, cool, warm, colorful, noisy or quiet and all sturdy or dispensable. Pots, pans, boxes, old magazines, simple toys. She needs things to pile and stack and she needs safe places she can climb on and roll off. "I love you when you are active."

She also needs to have you, or someone, available so she can crawl up and have a lap-sit and a thumb-suck or sometimes just tug on your leg and get a pat and a greeting. Sometimes, just when neighbors come and you want them to see her perform, she gets fussy and need to rest. "I love you when you are quiet." Let her rest. The neighbors can see her later.

All of the ways that you prepare a safe, stimulating, environment for her help her lay down the belief that she is lovable and capable—essential building blocks for self-esteem and for trusting her senses later on in a way that will help her achieve in school. This is a busy time for her and for you. Make the effort to get plenty of rest. Build the support system you need to swap or buy child care so you can have some grown-up time away from your busy explorer. Take care of yourself too.



You can become separate from me and I will continue to love you.



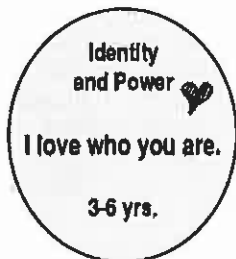
The THINKING stage starts from 18 months to 3 years and continues all of our lives. Your child, during this stage, continues to explore and enjoy his environment; he also begins to explore some new ways of relating to you. He needs to find out how you respond to anger, to contrariness, and to his insisting on doing things his way. Some children do this with great gusto and many tantrums. Others are more easy going. Either way, your child is learning to think for himself in preparation for becoming independent and responsible for himself later on.

He needs to take a position contrary to you and to be sure that you will still continue to love him unconditionally. He needs to practice saying no and to have you accept his no and not make him hold to it. Maybe Nancy Reagan would not have to admonish so many of us to "Just say No!" if we had been allowed to practice our no saying fully and freely as two-year-olds. When we are older than two, we can re-learn this skill, but two is the natural and easy time to learn it.

You can insist that the few safety rules be followed and continue to make the decisions about what is good for and safe for the child. He needs you not to give in to his tantrums or he will expect to get what he wants by overpowering other people. He needs you not to overpower his tantrums or he will come to believe that he is powerless. When you act bored with tantrums and insist that he start to use cause and effect thinking and that he use words for what he wants, he learns to think for himself.

Some of us need times away from these little no-practicers, especially if we grew up in families where we were deprived of the opportunity to say no or were taught that it was wrong. If we are just regaining that skill ourselves, we get tense about it at times, but the effort is worth it.

I love who you are.



The IDENTITY & POWER stage starts at 3 to 6 years and continues all of our lives. "I love who you are." What an astounding message this is for those of us who

depended on "doing" for our OKness. "I love who you are." Roll it over your tongue. Repeat it, emphasizing a different word each time. Let it in. If you don't believe it (yet) for yourself, you will need to take special care to offer it to your child. "I love who you are." That is separate from what you do, how you look, what you say, how you smell. I love you for being you—you are not a projection of me. You do not have to be like me or different from me—you can be you.

And what a broad experience of practicing "I love who you are" the 3 to 6 year old offers us! One day she is a fairy and the next day a dog, a fire fighter, a carpenter, a teacher, a Mom or a Dad as she tries on different identities in her quest for roles that fit her. She may still have some two-year-old testing to do, but mainly she is figuring out who she is in relationship to other people and how to be powerful with them.

Since she is also busy increasing her power by learning skills, this is a natural time for you to start teaching her some social manners. Her questions and demands may seem incessant. At three she is asking "Why?" at four insisting, "It's dumb and I hate it," at five "How does it work?" In order not to inadvertently teach her to be manipulative or aggressive, you need to keep your interactions and feelings straight with her. Telling her to be good may scare her, or confuse her, but it does not tell her what to do. Give her specific directions. "Put your toys in the basket." "Here's how to pet the kitty gently." "Now is the time to say 'thank you.'" "In five minutes it will be time to go. Then I will tell you to get your coat and put it on." "When you step on my foot it hurts, and I get angry. Stand here instead."

All of the time you are supporting her doing and enjoying her role exploration and encouraging her imagination, you are fostering her self-esteem by letting her know in thirty-three ways, "I love who you are."



I love you even when we differ; I love growing with you.

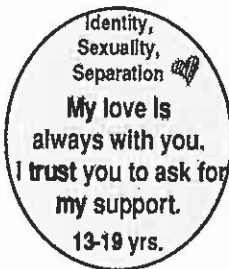
The STRUCTURE stage starts at 6 to 12 years and continues all of our lives. During the grade school years our children are busy practicing and learning skills. They learn physical, mental, social and emotional skills and spiritual values, and some of these will need to be different from ours. They take more and more responsibility for their own self-esteem.

Sometimes a child pursues a variety of interests with an intensity that is amazing to adults. He may rescue a baby squirrel (social, nurturing skills), play hockey (physical, social skills), consider plate tectonics (mental), bug his sister (social and emotional), decide

whether to steal something with his friends (spiritual, social, emotional, mental) eat innumerable snacks (physical), do or forget to do his chores (mental, social), argue with you (emotional, mental, social), and deal with his hurt and anger that his best friend did him wrong (social, emotional and spiritual). Meanwhile you and I are wishing he would be quiet, scrape his shoes, be polite, clean his room, and not hassle.

So you help him build his own self-esteem by exposing him to a wide variety of skill building situations. You are clear about the family rules, negotiating the negotiable ones and enforcing the non-negotiable ones in a matter-of-fact, non-shaming way. Avoid, "You can't do that, you don't do that well enough. You will never get that right. You must be interested in my interests." Instead say, "You can learn. I believe you can do it. I'll watch and cheer. Would you like some help?" Remember that the hassling that these kids do is part of their important exploration of rules and which ones are firm and what happens when they break them. Hassling and arguing is not something we parents need to take personally, even though we may need time-out now and then. We learn lots from these busy kids. "I love you even when we differ; I love growing with you."

**My love is
always with you.
I trust you to
ask for my
support.**



The IDENTITY, SEXUALITY & SEPARATION stage starts at 13 to 19 years and continues all of our lives. As youngsters move from being children to becoming adults, their theme song is "Sometimes I'm Up, Sometimes I'm Down." They have to learn to handle the complex emotions that accompany their hormonal/sexual changes as they continue to separate from their parents and move toward an individual identity and a place among grown-ups.

Supporting the development of self-esteem during this complex growth period sometimes taxes the patience and flexibility of parents. Adolescents often switch from an unsure, dependent attitude to responsible, mature behavior with amazing rapidity. No wonder parents are often out-of-phase with their teen, treating her like a baby when she wants to be a grown-up equal, and expecting her to be responsible when she is feeling confused or neglected. If this sounds familiar, forgive yourself. You *can't* always know what mood she will be in. You *can* support her self-esteem by letting her know that you are there for her. "Do you want to talk about it?" "Can I help?" "I do care about you!"

It helps to remember that teens revisit earlier developmental tasks to learn to do them in more grown-up ways. You can continue to give your teen all of the affirming messages from the earlier stages. You can continue to be in charge of the family rules with more and more help from her in setting, negotiating and enforcing them. "Yes, you must observe curfew," or, "Yes, you must let us know when you will be home late. We worry about you." "No, you may not take the car tonight. You left the gas tank empty last time you drove." "No, you may not drink before you are legally of age."

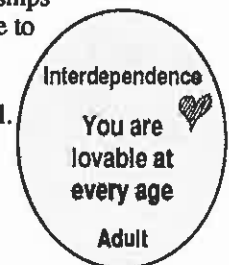
You can remember that the early adolescent sometimes breaks rules because those rules are no longer functional for her or to see if you still care enough to maintain the family structure. When the late adolescent breaks rules it may be because she helps herself move on by making the family situation so uncomfortable that she doesn't want to stay home. Don't take it personally. If you hold with the esteem-building words, actions and belief "My love is always with you. I trust you to ask for my support," she will probably come back as a separated adult, participating in the family as a responsible, loving, grown-up.



**Your love matures
and expands.
You are lovable
at every age.**

The wonderful thing about raising children is that we always have the chance to do it better and to learn new skills, new ways to love our children and ourselves. Each day we can forgive ourselves for all the opportunities missed and start fresh. No matter what ages our children are, it is never too late to improve our parenting skills and build better relationships with them. And it is never too late to incorporate these affirming, unconditional love messages for our children and ourselves, as well.

Give them, hear them, believe them. Self-esteem is important for everyone.




I. Introductory Activities—Ways to Introduce the Affirmation Ovals to Individuals and Groups.

Note: For the following activities each person is to use all of the colors up to and including that person's age group plus all the Love Affirmations. (See p. 1-3.)


1. Posters

Place Affirmation Posters on the wall for people to read as they enter the room.

2. Affirmations for the Day

 Individually, punch out all of the affirmations. Read them. Choose the three or four that will help you get what you want from life today (or out of this activity, sport, learning, meeting, etc.). Have two or three other people read your affirmations to you so you can hear these messages in other voices. At the close of the day or the event choose three affirmations that will help you celebrate what you accomplished or learned.


3. Being or Doing


 Divide the affirmations into three sets: those you hear as Being messages, about being lovable; those you hear as Doing messages about being capable, and those you hear as both. Choose a message from each pile and ask if the other people put it in the same pile. If they chose a different pile, ask them why and think about your reasons. Remember, all answers are correct because they reflect the individual's interpretation. Choose one message from each pile that you want for yourself or to give to your child.


4. The "Choose Three" Exercise

In groups of three, each person:

1. lays out an entire set of ovals on the floor or table.


 a. chooses three for herself and sets them aside.


 b. chooses three for the person on her right and sets them aside.

 c. chooses three for the person on her left and sets them aside.

2. All three people return extra affirmations to their bags, in order to clear the floor or table.

3. The first person to be focus:

 a. Reads the three affirmations she chose for her herself and lays them in front of her.

 b. Person on her right reads affirmations he chose for her and hands them to her. She places them by her three.

c. Repeats with person on her left.




4. Other two people take their turns.

5. All three people look at their own sets of nine and see if the combinations of messages and colors hold any special meanings.

6. Share ideas.

7. Keep the messages in your head and return the three ovals each partner gave you to keep the sets intact.

5. Affirmations To Support Competence


 (In Parenting, Leading, Supervising, Learning, Studying, Writing, Homework, Getting Along With Others, Learning A New Skill, Dealing With Peer Pressure, etc.)

Individually, lay out all the affirmations. Choose the three or four that will be most helpful in supporting your doing the tasks you want to do.

a. Think of three ways to get people to give you those affirmations today, and get them to do it.

b. Make a contract with one other person, who is willing, that you will write or call that person once a week for six weeks to report on your progress and get support.

6. Helping Children Get What They Need


 Put the ovals in a basket or box. Tell the children they can choose one any time and bring it to you to read to them. (Thanks to Linda Buranen)


7. Behavior Change

Individually, think of a child or adult whose behavior you would like to see changed. Visualize the child or adult. See how she looks and what she is doing. Glance at the affirmations used through the age of the person. Intuitively punch out or pick up the affirmations you wish this person would hear and believe. With a partner, share how that person's behavior will be different when she has incorporated the affirmations you selected.



=suitable for use with children.

 =for use with developmental affirmation tapes.

 =for use with musical affirmation tapes.

 = for use with "Ups & Downs With Feelings", p. 41.

8. Affirmation Surprise

For fun, spread the affirmations face down on the table. Individually, take turns picking one up and reading it to yourself, then have someone read it to you.

9. Sing Yes!



Choose a developmental stage from the "Sing Yes!" tapes. Find a place to be comfortable and listen to the songs. Immediately after listening to the songs go through the affirmation ovals that correspond with the stage you listened to. Pick out the affirmations you identified with or heard the loudest. Think about or share with a partner why the message in the song could have been especially meaningful to you today. This week say the affirmation to yourself or sing the song out loud or in your head every day.

When you are ready, go on to another developmental stage from the "Sing Yes!" tapes and repeat the process.

10. Affirmation Feel - O



1. Draw individual Feel - O cards or copy the ones on page 39 for each person.
2. Each person fills a Feel - O card by placing Affirmation Ovals with messages he or she wants to hear on the matching colors.
3. As leader reads the affirmations in random order, each person removes the ones that he has placed when they are read. First person to have an empty line, in any direction, shouts "Feel - O!" (From *Ups & Downs with Feelings* game by Carole Gesme)

11. Sock Feel - O



1. Place one set of the Affirmation Ovals in a sock.
2. A person wearing glasses takes the first turn. (If there is no one with glasses, find another way to start.)
3. For your turn, take an Affirmation Oval from the sock.
 - Read the affirmation to yourself or ask another player to read it to you.
 - Place the colored Affirmation Ovals on a matching colored oval on the Feel - O board. If you do not have an oval of that color free on your board, put the affirmation back in the sock and lose your turn.
4. The first person to fill all the ovals in a row, in any direction, shouts "Feel - O!" and reads the winning row of affirmations to all the players



before starting a new game.

5. Play travels to the left.

(Adapted from *Ups & Downs With Feelings* game by Carole Gesme.)

12. Introducing the Affirmations to Adults

This exercise gives adults the opportunity to connect developmental affirmations from earlier stages with the adult affirmations. Ask each adult:

1. "Will you examine the violet Adult Affirmations and set aside the affirmation message that is difficult to believe today or that you wish you believed more firmly?"
2. "Now examine the other messages, all other colors, and set aside the affirmations from the earlier set that will help you believe the adult message."
3. "Read all of the messages you have chosen aloud to yourself or ask your partner to read them to you."
4. "To help you internalize these messages, start by choosing two or three messages to concentrate on. Read them to yourself five times each morning and evening every day for two weeks and then ask yourself if you are doing better at believing the message you have chosen to internalize. Notice if you have been using new behaviors and attitudes to support your affirmations."

13. Adapting the Affirmations to the Situation

Think of a special situation where you would like to give the affirmations. Adapt one specifically for that situation and then later give the ovals. Example: Barbara's niece had recently given birth to twins. Barbara called her niece and said, "You can grow into being a mother; you don't have to do it all at once." There was a long silence and then the new mother said, "Thank you. I've been pretty hard on myself." Barbara responded, "I have some other good messages for you that will come in the mail." (Thanks to Barbara Dysinger)

14. Introducing the Affirmations to Children Who Do Not Read



Put the affirmations in a basket. Ask a child to get the basket and hand you an affirmation. Read it to him.

Continue as long as the child shows interest in the activity or until all affirmations have been read.



**15. Introducing the Affirmations to
Children Who Are Learning
to Identify Colors**



Put the affirmations in a basket. Ask a child to go to the basket and hand you an affirmation of a certain color. Read it to her if it falls in or below her age group. For colors above her age, give her a hug, kiss, handshake, or compliment on identifying the color correctly. Continue as long as the child shows interest in the activity or until all affirmations have been read.

**16. Introducing the Affirmations to
Children Who Are Learning
to Remember Colors**



Line up four affirmations of different color sets up to and including the child's age. Read them to the child. Ask the child to look at the affirmations and remember the colors. Ask the child to close his eyes. You remove one color. Ask the child to open his eyes and tell which color is missing. If he remembers the affirmation, he can say it. If not, you read it again. Adult and child take turns.

**More Ways to Introduce
the Affirmation Ovals to Individuals or Groups**

Use this page to record additional activities.


Please send a copy of your new activities to Daisy Press, 16535 - 9th Avenue North, Plymouth, Minnesota, 55447. We will share them with others in the next edition of this book. If we get duplicate ideas, we will credit the first person who submits them.

Thank you, Carole & Jean


II. Group Activities—To Use With People Who Have Been Introduced to the Affirmations.

For any activity each person is to use all of the colors up to and including that person's age group plus all of the Love Affirmations. (See p. 1-3.)


17. Affirmation Double Circle

 Each person chooses an affirmation she wants to hear. The group forms two circles, one inside of the other. People in the inside circle hold their affirmations next to their ears so they are readable by the people behind them. People in the outside circle read each affirmation to the person holding it, moving to the left until each inner circle person has heard her affirmation from each person in the outer circle. Change places and repeat. (Adapted from an exercise used by Children Are People.)


18. Affirmation Spin Off

 People stand in a circle, each person holding the affirmation he wants to hear. Lead person (#1) stands in front of the person on his right (#2), holds up his affirmation and listens as #2 person reads it to him. Then he moves to #3 person who also reads the affirmation. As soon as person #1 moves to person #4, person #2 moves in front of person #3 and listens and so on until the last person has heard his affirmation from each other person in circle. Each person is to listen to his affirmation and not to comment. (Adapted from a traditional Native American exercise by Linda Buranen.)

19. Claiming The Affirmations

 Each person chooses one affirmation sticker to wear or tapes an oval on her shirt. Other people read her affirmation to her, then she repeats it using personal pronouns and active verbs. "You can trust your inner wisdom" becomes "I do trust my inner wisdom".


20. Sticker Gifts

 Spread several sets of Affirmation Stickers, cut separately, on a table. Each person chooses four or five stickers, one or two for himself, which he wears, and the others to give. He may choose special messages for specific persons, or may choose random messages and give them away during the day.


21. New Game

 In pairs, create a new affirmation game and lead it in your group.



22. Affirmation 20 Questions

 "It" person chooses an affirmation and puts it in her pocket. Group asks questions she can answer with a "yes" or "no" until they guess which affirmation it is or until they have asked 20 questions and the "it" person reads the chosen affirmation to them.

23. Affirmation Clues



 "It" person chooses an affirmation and gives clues about it. First person to guess the affirmation gets to keep it.

24. Musical Affirmation





  Players sit in a circle, each player has one color set of affirmations. (Ex. All seven orange ovals.) When the music starts, each player hands an affirmation to the player on her left. Players pass the affirmations on until the music stops, when each player pockets the affirmations that he is holding. Music starts, players hand a second affirmation around. Repeat through five turns. After fifth turn, each player reads to herself the affirmations she has collected, then chooses a favorite one and reads it aloud to the group. (Thanks to Mary Ann Lisk.)



25. Affirmation Songs

  Learn an affirmation song from a Sing Yes! tape. (All voices loved and accepted. Singing on tune is not important.)

- Sing it to the group, with the group.
- Visualize a person (a friend, child, partner, etc.) and keeping your focus on that person, sing (with the group) to him or her as if that person were there.
- Close your eyes and sing the song (with the group) as a lullaby or as a gift to your own child, the child within you.

 =suitable for use with children.
 =for use with developmental affirmation tapes.
 =for use with musical affirmation tapes.
 =for use with "Ups & Downs with Feelings", p. 41.

26. Guess The Affirmation

☺ Leader places an affirmation sticker on the back of each player. Players ask each other questions that can be answered by yes or no until each guesses what her affirmation is.

27. Affirmation Mill

☺ Each person takes four affirmations. Group mills around the room (preferably to music). Each person gives away three of his affirmations and takes all of the affirmations that are offered to him. After the mill, each person reads his affirmations to himself and meditates on these gifts for a minute.

28. Affirmation Sales Pitch

☺ Each person:

- takes two affirmation stickers.
- chooses one of the two and puts it on herself.
- mills about the room "selling" the other affirmations by explaining to people why that message is important for them, until she gets someone to accept the sticker.

29. Affirmations Reminder

☺ Lay out all of the affirmations. Each person is to pick the ones that he thinks will be most sustaining to him for the next two weeks. Then the group generates a list of places people can post or hide these affirmations so they will see them often. Ex: on a car dashboard, cupboard door, by toothbrush, on telephone. Each person chooses four or more places that he will post or hide his affirmations and does so.

30. Remembering

☺ Each person is to choose an affirmation she believes today. Share with the group a time she received this affirmation, what she was doing, and how she felt when she heard it.

31. Pantomime

☺ Each member of the group chooses an affirmation and shares the message with the group without using verbal communication. Group guesses which affirmation is being presented.

32. Sharing Affirmations

☺ Each person is to think of three friends, choose affirmations for those people today and plan how to share those affirmations with those people. Each person is to choose three people in the group, choose affirmations for those people today and share them immediately.

33. Listen To Stories

☺ Play the Developmental Tapes, Important Infants, Wonderful Busy Ones, and/or Terrific Twos, and listen for affirmations as a group. List the affirmations you heard or pull the ovals from your set as you identify the affirmations. Many of them are given indirectly.

34. Affirming The Right To Feel

☺ The group identifies all the affirmations that have messages about trusting your own feelings. Then each person selects a feeling, (anger, sadness, joy, scare) and tells the group one helpful way of expressing that feeling.

35. Life Is For Celebrating

☺ Each person is to find the affirmation he needs to support the belief that "life is for celebrating" and shares one way he will use one of these affirmations to help him celebrate today. (Thanks to Russell Osnes.)



36. Having Fun

☺ Each person is to plan some way to have fun today. Choose the affirmations you need to hear to support your having fun. Share your affirmations and your plan or play some game with the group right now.

37. Cartoon Poster

Working in groups of three, clip cartoons from newspaper comics, for example: the Family Circus, Dennis the Menace, Calvin and Hobbes, or Sally Forth. Match affirmations with the cartoons and make a poster. Share with the whole group.


38. Problem Solving

Each person thinks of a problem that he needs or wants to solve. He writes down three possible solutions and chooses affirmations that will be helpful to him in resolving this problem. He shares with the group or one other person.


39. Giving Affirmations Different Ways

☺ Ask one person in the group to choose an affirmation. See how many ways the group can think of to give the same affirmation in verbal and non-verbal ways.

40. Affirmation Color Hunt

 Hide one or two sets of affirmations in plain sight. Assign each person to find a specific color. If there are several players, form color teams. When all of the affirmations have been found, (and it's OK to ask other color groups to help after they have found all of theirs) each color group reads one of their affirmations to the group.

41. Ask Your Family

 The family sits in a circle with Affirmation Ovals spread on the floor or table in the center. (Medium sized ovals work well for this.) Each person picks up one, two, or three affirmations and asks the family member from whom he would like to hear each message to read it. If that person does not want to give that affirmation, the family can think about what each of them needs and if they need to improve their structure and rules so there is room for more love and self-esteem in the family. (Thanks to Jean Koski.)


42. Affirmation Overload

To provide a way for the group to help an individual deal with affirmation overload, the leader provides a large beautiful container, i.e. silver bowl, glass pitcher, handsome basket, decorated box.

When the leader suspects that someone has been offered more affirmations than he can handle, the leader says:

"Sometimes individuals experience affirmation overload. That is when a person has accepted enough affirmations so that the old critical voice within is saying "'This is too much' or 'this is phony,' or 'they don't really mean it,' or 'I don't deserve it' or whatever that voice is saying. When this happens, instead of following the old pattern of faking it or tuning out or cutting out for a cigarette or whatever, the person can say, 'I'm in overload.' People form a circle around the person and beautiful container. The overloaded person takes all of his affirmations and dumps them in the overload container. (Well, he could keep one.) Someone says, " (name) , it is OK for you to be in overload. Your affirmations will be safe here in this (beautiful container) . You may return and get these when you have calmed down that old voice. Remember, you do deserve these messages and you can claim them as fast or as slowly as is right for you." Leader puts the container with the affirmations in a safe place until the person is ready to reclaim them.

43. Affirmation Shower

 Players form a circle around the person to be showered. Each person slowly sprinkles his entire set of ovals over the center person's head. If the person chooses to lie down, sprinkle over entire body. Sprinkled person allows the energy of the healthy messages to seep in. Take turns until all who desire a shower have been sprinkled. Then each person collects an entire set of affirmations. (Leader, this takes time! And re-collecting sets can feel stressful for folks with big scarcity and trust issues. You could do the shower with some extra sets and not worry about sorting.)









44. Affirmation Swap

Each person lays out her set of affirmations by color and puts any extras in a central pile. From the pile each person takes any missing ovals she may need to complete her set. Leader has an extra set on hand in case it is needed.



Using the Love Affirmations

The eight affirmations that appear on the cover of the book are called "Love Affirmations." Many more of the affirmations offer love, but these eight offer unconditional love for doing the developmental tasks of each stage. The next thirteen exercises focus on these affirmations. All of these love affirmations are appropriate for all ages.

Notice that the Love Affirmations are explained on pp. 1-3 and are marked with hearts or the affirmation sheet on page 37.

-  I love you & I care for you willingly. (Being)
-  I love you when you are active and when you are quiet. (Doing)
-  You can become separate from me and I will continue to love you. (Thinking)
-  I love who you are. (Identity and Power)
-  I love you even when we differ; I love growing with you. (Structure)
-  My love is always with you. I trust you to ask for my support. (Identity, Sexuality & Separation)
-  You are lovable at every age. (Interdependence)
-  Your love matures and expands. (Interdependence)

45. I Believe Love

 Each person is to pick out the one that is easiest for her to believe and read it aloud to herself. Then,  read it aloud to the group.

46. I Need Love



Each person is to rank the ovals according to their importance to him and then discuss with one other person why the top one is especially important to him now.

47. Hearing Love Messages

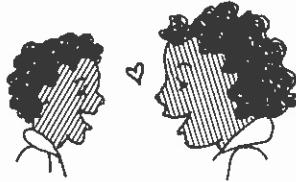


Work in pairs. Pick two affirmations and ask your partner to read them to you.

48. Love For Child



Work in pairs. Pick the affirmation you think is important for your child to believe. Tell your partner three ways you can encourage your child to believe that affirmation. Do so.



49. Take Time For Love



The leader reads the Love Affirmations aloud and asks people to believe as much of each one as they are able to today, remembering that these are esteem-building, health-sustaining messages.

50. You Are Lovable -- Believe It



Do you have reservations about accepting unconditional love messages? Copy the Feelings Faces Board (page 41) and give one to each person.



Each person is to:

- Read all eight Love Affirmations and place each affirmation above the face that shows how her face looks when she hears that message.
- When she has placed all of the affirmations, she can review the board to see if there are any messages that she does not believe.



If so, she places that affirmation on a face that shows how her face will look when she does believe that message.

- Ask people to share with the group what they learned by doing this.
- Invite each person to say her message to herself every day for a month and visualize the way she wants her face to look when she hears the message. She can remember that unconditional love is important for all of us.

51. Claiming Our Lovableness



Each person lays out the Love Affirmations, red through violet, according to the colors of the rain-

bow. Each person writes a list of the Love Affirmations using all first person pronouns.

Read the new affirmations in unison. They will sound like this:

- I love myself and I care for myself willingly.
- I love myself when I am active and when I am quiet.
- I can become separate from others and I will continue to be lovable.
- I love who I am.
- I love myself even when I differ with others; I love growing.
- My love is always with me. I ask for support from others when I need it and want it.
- My love matures and expands.
- I am lovable at every age.

52. Affirming Our Lovableness



Each person picks up one Love Affirmation and holds it up. The whole group, or one other person, reads the affirmation aloud.

"I love you and I care for you willingly."

The person receiving the message responds by saying, "Yes," and changing the message to first person.

"I am loved and I accept willing care."

or

"I love myself and I care for myself willingly."

53. Out of Shame



Pick the love affirmation that will help you the next time you begin to feel ashamed. Tell your partner or the group how you will use the message to help yourself.

54. Do any of the Affirmation Walks, activities 55-58, using the Love Affirmations.

Affirmation Walks


For the next four activities use large ovals (See Activity 111). Place the large ovals on the floor with walking space between them. For a long walk, use all of the affirmations. For a short walk, use only the Love Affirmations or for adults use only the Adult Affirmations. After any of the walks you can ask people to share what they learned about themselves or what they felt or how they decided to change their behaviors.

55. Slow Walk




Walk slowly among the ovals, feeling the energy of the affirmations.

56. Today Walk

 Walk slowly among the ovals until you find the one that is most helpful to you today. Stand by it. Have the person next to you read it to you. Carry that one around for a while and/or get a sticker with that message and wear it.


57. Future Walk

 Think of an activity that you will be doing soon or want to do well. For example:

- caring for a toddler.
- meeting a deadline.
- maintaining sobriety.
- taking one day at a time.
- celebrating life.

Walk to the Affirmation Oval you need to help you do your chosen activity well. Read the affirmation to yourself and ask someone else to read it to you.

58. Musical Walk



 Play classical music or any music without lyrics, softly so the sound is gentle. Place large Affirmation Ovals around the room in a circle. Have people move around the circle reading the affirmations until the music stops. Leader calls out different colors. People take turns reading their affirmations when the color they are standing by is called. Repeat using a different way of moving such as skipping or hopping or moving like an animal. (Thanks to Jeanne H. Carsello)

Activities Designed Especially For Kids



59. Labels (especially for kids)

 Leader asks:

  "Have you ever been labeled? Have you ever been afraid to answer a question because you might have the wrong answer and someone might label you as "dumb?" Or have you felt as if you were wearing a large sign that says, "klutz." Or has the teacher told everyone in the class that you got the highest grade on the test and kids started calling you "brain?"

Group lists some of the labels people use.

Examples: brain, dumb, wimp, jerk, teachers pet, snob, cool, nerd, smart, queer.

Each person chooses one label and finds as many affirmations as he can that would help someone overcome this label. Then he shares with the group the affirmations he chooses and tells how they can be helpful for a person with this label.

Each person thinks if there is a label he may have acquired. He chooses affirmations that will help him change that label. When he finds himself "wearing the label," he is to tear it up by reading the affirmations to himself or by singing the affirmation *Sing Yes!* song out loud or in his head. (Thanks to Project Charlie)

60. Getting Along With Friends

 (especially for kids)

Each child writes down a problem she has recently had with a friend.

Examples:

I have a friend who is nice to me when we are alone but makes fun of me when someone else is around.

My best friend hurt my feelings.

My girlfriend and I are always fighting.

Each child chooses affirmations that will help her look at this problem in a new way. She asks someone to read them to her. Then she looks at the problem again. She shares with the group how the affirmations have been helpful in solving this problem. (Thanks to Project Charlie)

61. Just Say No (especially for kids)

 Leader says:

"You are with a group of friends from school when someone in the group suggests that you:

- Go to his house. His parents are out of town and there is plenty of beer in the refrigerator.
- Try smoking the cigarettes she took from home.
- Steal candy from the store.
- Go to the movie when your parents told you not to.

Choose affirmations that will help you say NO to each of these suggestions. Share the affirmations with the group and tell how they will be helpful.

Work in pairs:

"Ask your partner to read one of the examples to you. Answer NO. Then ask your partner to read the affirmations you have chosen and then have them read the statement again. Say NO again. Was it easier to say NO after hearing the affirmations? Share this with the group." (Thanks to Project Charlie)

62. Growing Up



(especially for kids ages 6 to 12)

Each child has a set of the light blue (6 to 12 years) affirmations. Ask the children "which light blue affirmation will help you to:

- be an independent thinker.
- figure out what to do in a situation in which you have no past experience.
- resist peer pressure.
- be responsible for your own morals and values.

After each statement, have the children read the affirmations they have chosen to the group. (from *Self-Esteem: A Family Affair Guide* by Jean Illsley Clarke, Harper & Row, 1981.)

63. A Reminder To Parents



(especially for kids)

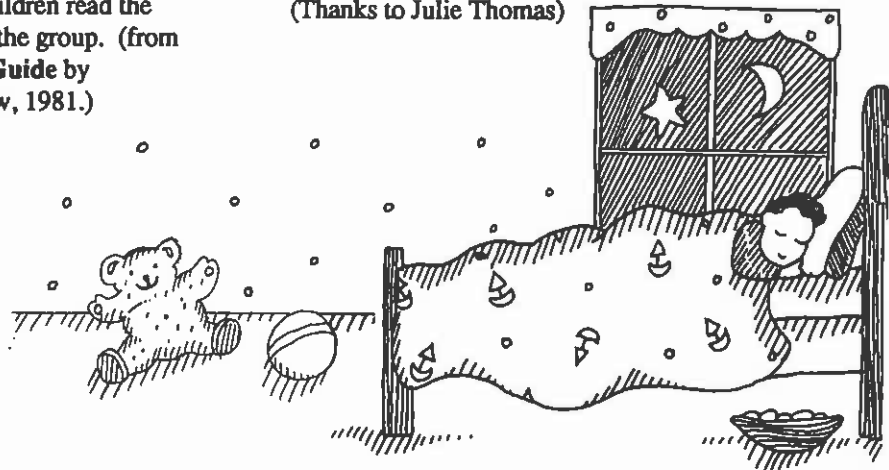
Tape individual ovals or post the poster for your child's stage in her room. Use it to remind you to give the messages to your child. (Thanks to Jean Koski)

64. Good-Night (especially for kids)



Keep a basket of Affirmation Ovals by each child's bed. Let the child pick three each night. Say those to the child as you tuck him into bed.

(Thanks to Julie Thomas)



65. Helping Teenagers



Visualize your teenager at earlier developmental stages. Taking one stage at a time, visualize what was going on in her life and yours. If you don't know about developmental stages, use the affirmations as your guide. Take the red affirmations and think about your child during her first six months. Next, the orange, and so on. If there were affirmations from any stage that you didn't know about or give, give them now. Give them verbally, tell your child what was going on at that time and give the ovals. She may act as if she doesn't care or may scoff. Give them anyway. (Thanks to Linda Buranen)

**More Group Activities—To Use With People
Who Have Been Introduced to the Affirmations**

Use this page to record additional activities.

Please send a copy of your new activities to Daisy Press, 16535 - 9th Avenue North, Plymouth, Minnesota 55447. We will share them with others in the next edition of this book. If we get duplicate ideas, we will credit the first person who submits them.

Thank you, Carole & Jean

III. Individual Activities —To Do For Yourself

For any activity each person is to use all of the colors up to and including the person's age group, plus all of the Love Affirmations. (See p. 1-3.)



66. Gifts From The Universe

☺ Spread out the entire set of ovals, printed side down. Move your hand or hands two inches above the affirmations to establish the size of the spread. Close your eyes. Move your hand(s) over the spread and pick up any three affirmations. Open your eyes and read the affirmations. Meditate on them for two or three minutes.

67. Start To Believe

☺ If there are affirmations that are hard for you to believe, put up to three of them on your mirror and say them aloud to yourself every morning until you feel more comfortable accepting those messages. Then add three more, etc.
(Thanks to Linda Buranen)

68. Affirmation Pairs

Pick any two affirmations, read them and think about how they are related to you. Or fasten two affirmation stickers together and carry them in your wallet to look at and think about often.
(Thanks to Connie Dawson)

69. Back-to-Back Affirmations

Fasten affirmation stickers together, back-to-back, at random. Place them in a container large enough for you to stir them with both hands. Close your eyes and stir until your hand wants a particular one. Read both sides and think about how these affirmations apply specifically today. Four or five sets of stickers make a nice selection.
(Thanks to Connie Dawson)

70. Affirmation Threads

Lay out the affirmations by color. Pick a characteristic such as:

I am lovable
I am capable
I am responsible
I am creative
I am spontaneous

lovable

and find all of the affirmations of any color that support the development of that characteristic in you. Read the affirmations silently and aloud.

71. Affirmation Break

☺ Place a basket of Affirmation Ovals and stickers by the refrigerator or refreshments. Each time you go for refreshment, take an affirmation. Wear it or carry it in your wallet or pocket or sock or shoe.

72. Starting to Work with Affirmations

Place a container of Affirmation Ovals and Stickers at the place where you usually start new jobs. Before starting, choose the affirmation you want or close your eyes and take one. Use the message to help you work easily and effectively.

73. Asking For Affirmations

☺ Choose an affirmation for yourself and see how many ways you can give it to yourself and how many people you can ask to give you the message.

74. Remembering

☺ Choose an affirmation you believe today. See how many times you can recall receiving this affirmation from someone. Visualize one of those times.

75. Changing Feelings With Faces

☺ Choose one affirmation. Point to the face(s) on the Feelings Faces Board (p. 41) that show(s) how you feel when you hear the message. If you wish you felt a different way, choose a different face and practice using that new expression as you say affirmations to yourself. Believe the affirmation and make your face match the new face you chose.

76. Journal About Feelings


☺ Write in your journal about how you feel when you hear the affirmations. (This can be used by children as soon as they can write or they can dictate to someone.)

☺ =suitable for use with children.
☺ =for use with developmental affirmation tapes.
☺ =for use with musical affirmation tapes.
☺ =for use with "Ups & Downs with Feelings", p. 41.


77. Journal About Meanings

 Choose an affirmation and write in your journal about what that affirmation means to you.

78. Drawing an Affirmation

 Choose an affirmation. Draw a picture to show how you feel about it or what it means to you.

79. Toward New Behaviors

 Choose the Affirmation Oval that will help you change some behavior or learn a new skill. Visualize yourself acting as you will act because you believe this affirmation fully.


80. Affirmations For People Problems

When you have problems with a child or someone you work with, visualize that person and choose affirmations that would be helpful for that person to believe right now. Think about how that person might be different if he believed these affirmations. Visualize yourself giving these messages to the person and the person accepting them. Figure out ways to give the messages.


81. Affirmations for Being A Whole Person

Start the day by choosing one affirmation to support each of these functions: 1. being loving, 2. setting limits, 3. solving problems, 4. behaving appropriately, 5. being spontaneous and having fun.

82. Affirmations For A Bad Day

 Bad day? Draw a picture of your feelings and then cover the picture with affirmations. Ask someone to read the affirmations to you.

83. New Messages For Old

 Each time you give yourself a negative message, STOP. Choose four affirmations and read them to yourself. Believe them.

84. New Voices In Our Heads

Do you have a negative message that you find yourself repeating? Examples: "I'm so stupid," "I'll never learn." Write the negative messages down. Choose affirmations that will help you change each message to a healthy one. "I am smart," "I am learning now." Visualize yourself being smart and learning.

85. Daily Affirmations (for Adults)

Layout out all of the adult (violet) affirmations. Pick any other color affirmation without looking at it. Match it to the adult affirmations that it seems to be connected with today. Think about the message in that pair of affirmations several times during the day. (Thanks to Connie Dawson)

86. I Don't Have To Go Without

If there is an exercise in the group activities that you would like to do, but you are alone at the moment, read through the activity and think of some way you could do part of it or alter it so you could do it alone.

87. Affirmations to Support Doing a Task

Choose the affirmations that will help you to be successful at doing a certain task. Say them to yourself before you do the task and while you are doing it. For example: While Barbara supported her daughter during the birth of her grandchild, Barbara chanted Being messages to help herself relax, and Doing and Structure messages to support her competence. (Thanks to Barbara Dysinger)

More Individual Activities—To Do For Yourself

Use this page to record additional activities.

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Thank you, Carole & Jean

IV. Craft Activities —To Do Alone or In Groups

For any activity each person is to use all of the colors up to and including the person's age group, plus all of the Love Affirmations. (See p. 1-3.)

88. Affirmation Magnets

- ☺ Get magnets with one sticky surface. Stick ovals on the magnets and place them on your refrigerator or file cabinet. Rearrange as often as needed.

89. Affirmation Necklace

- ☺ Make a necklace by attaching paper clips to yarn or ribbon. Clip on the small Affirmation Ovals that you want to hear today. Wear the necklace and ask people to read the affirmations to you. (Thanks to Gail Birch)

90. Affirmation Balloon Stickers

- ☺ On a piece of paper draw a balloon vendor (stick figures are welcome) and tape five or six yarns to the vendor's hand. Choose the five or six Affirmations Stickers you want to read each morning. Attach those to the yarns and stick them to the paper. Write your name under the vendor. Those are your balloon gifts to yourself. Put your balloon bouquet next to your mirror. Read your gifts aloud to yourself every morning.

91. Affirmation Calendar For The Month

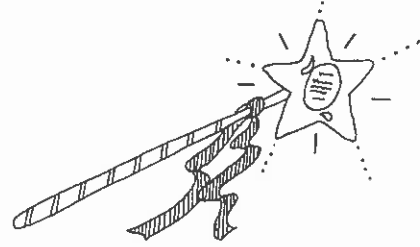
- ☺ Make a calendar for the coming four weeks. Use a large tag board, or tape four sheets of regular paper or construction paper together. Thinking about what you may be doing on each day, choose an affirmation sticker for the day and stick it to the calendar. You may want to fold the backing paper and stick only one small edge to the calendar so you can pull the sticker off and wear it when the day comes.

92. Daily Calendar

- Get a daily calendar and write or stick an affirmation on each day of the year.

93. Affirmation Medallions

- ☺ Punch a hole in the oval with the affirmation you most want to hear today. Wear it on a piece of yarn around your neck. See how many people you can get to read it to you during the day.



94. Affirmation Wands

- ☺ Cut two or more felt stars (about 4 inches wide). Glue to the end of a small dowel or stick. Put the Affirmation Stickers with messages you want to give people on the stars. Decorate with sequins or ribbons or whatever. Wave your magic wand and spread love. (Thanks to Kath Hammerseng)

95. Affirmation Key Chain

- ☺ Punch holes in the four or five small Affirmation Ovals that you need right now. Thread them onto your key chain.

96. Collage Booklet

- ☺ Make a booklet. Use stickers, pictures from magazines, etc. to illustrate the affirmations.

97. Cartoon Booklet

- ☺ Clip cartoons or picture strips from the comic strips, Family Circus, Dennis the Menace, Calvin and Hobbes, Sally Forth, etc. Glue them in a booklet with Affirmation Stickers that relate to each one.

98. Stationery

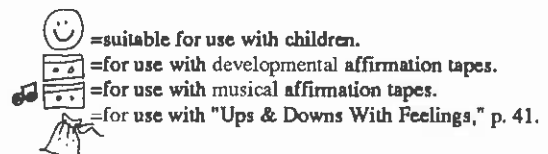
- ☺ Put Affirmation Stickers on stationery and send a "Thinking of you" letter.

99. Birthday Cards

- ☺ Make a birthday card using a color sticker appropriate for the person's age.

100. Family Photo

- ☺ Match affirmations with family photos.



101. Love Journey

☺ In an album, mount pictures showing you and your children or your parents at different ages. Add Affirmation Stickers that are appropriate for each picture.

102. Mobile

☺ Make a mobile using the affirmations you are recycling or are especially interested in now. Or, make a mobile for each member of your family using affirmations that correspond with their ages.

103. Boxes For Kids

☺ For children ages three to six, color or collect four boxes, one red, one orange, one yellow, and one green. Have the child choose an affirmation and match it with the box of the same color. Read the affirmation to him before he puts it in the box.



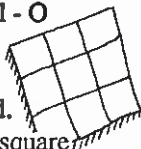
104. Boxes For Parents

Find colored boxes that correspond with the colors of the affirmations. Write the developmental ages on the boxes. Put affirmations for that age in each box. Parents can go to the colored box appropriate for their child's age to remind them of what their child needs.

105. Coloring Games For Kids

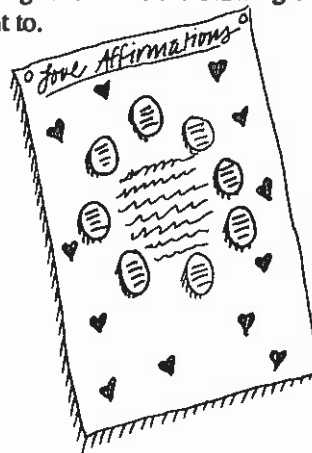
☺ Take a piece of paper and divide it into nine squares. Color the squares red, green, orange and yellow, in any order. Let the child help you make this or, let the child color the ovals on a Feel - O board (page 41).

1. Have the child choose an affirmation.
 2. Adult reads the affirmations to the child.
 3. Let the child put the affirmation on the square of the same color.
 4. When all squares are covered with affirmations, the adult names a color, the child takes an affirmation of that color from the board and hands it to the adult who reads it.
 5. Continue until the board is empty.
- As the child grows older you may want to use words for the colors instead of coloring in each square.



106. Love Thy Neighbor As Thyself

♥ Make a love poster. Place the eight Love Affirmation Stickers in a large circle on poster paper or draw the ovals and color them. In the center write or print a list of the Love Affirmations in the appropriate colors using "Love Thyself" pronouns. Arrange them like the drawing or any way you want to.



107. Personal Affirmation Ovals

☺ Cut ovals of any size from construction paper or tag board that are the colors of the affirmations. Or use white paper and crayons, markers or paints. Write or print the affirmations using personal pronouns. Make the whole set of 54 or the eight Love Affirmations, or any affirmations you like, or rewrite them to fit better for you. For example, "You can be interested in every thing" might be:

I can be interested in everything.

I am interested in everything.

My interests grow broader each day.

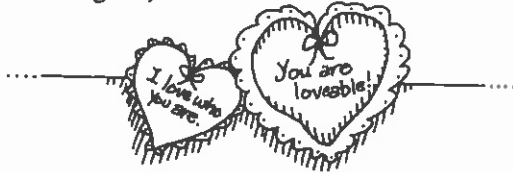
108. Oval Affirmation Pillows

Make large oval pillows using soft or fuzzy fabric in colors of the affirmations. Write or print an affirmation on each pillow using embroidery floss or textile paint in black or white. Use the pillows to throw messages at each other. Let a child choose the pillow she wants to take to her nap time. Read the affirmation to her. (Thanks to Kath Hammerseng)

109. Affirmation Heart Pillows

Draw hearts on white fabric. Put an affirmation on each heart by embroidering or using textile paint in the appropriate color. Cut out the heart and edge with lace. Use solid color of gingham in the affirmation color for the backing. Stuff with quilt filling or any soft stuffing. Fasten a ribbon bow of the matching color to the heart.

(Thanks to Barbara Arnold. Her hearts are 4-1/2 inches high and she puts them in a basket on Easter Egg grass with little bags of matching colored jelly beans for gifts.)



110. Gifts for Special Occasions

☺ Give affirmations for special occasions. Create a greeting card or a festive container suitable for the event. Example: Being Ovals wrapped in a tiny box for a birthday, Love Ovals in a heart shaped box or card for Valentine's Day, Structure Ovals in a toy car to celebrate passing a driver's license test. (Thanks to Barbara Dysinger.)

111. Large Ovals

You can make large ovals for the Oval Walk and other exercises.

1. Use colored construction paper or color tag board or plastic in the seven colors. Cut out large ovals and write or print the affirmations on them. Laminate them or cover them with transparent plastic if you like.

or

2. Cut the large ovals out of the Affirmation Posters. Write your own personalized affirmations on the two blank violet ovals. Cross out the "adult" on those two if you are under twenty years of age. Laminate them if you like.

More Group Activities -- To Do Alone Or In Groups

Use this page to record additional activities.

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Thank you, Carole & Jean

V. Ways To Use The Affirmation Ovals To Teach About Developmental Tasks

Follow each of these activities with developmental information from: 1. Your own sources. 2. The section on Love Affirmations in the Appendix. 3. Parenting tips from *Self-Esteem: A Family Affair* by Jean Illsley Clarke, Harper & Row. 4. Ages and Stages from the *Help! for Parents* series of books by Jean Illsley Clarke et al, Harper & Row.

112. Doing Well

To introduce the idea that children have certain developmental tasks to accomplish at each stage.

Say:

"These messages (use the color set that corresponds to the child's age) are things your child should be learning about and believing about himself. Which one do you think he's doing the best on so far? How do/can you reinforce that? Which one do you think he needs to do better on? How can you help him do that?"

113. Uneven Behavior

To discuss why a child's behavior may be uneven or why a child may seem to act too young for her age.

Say:

"These messages (all of the color sets that are focus tasks before the child's current age) are about tasks that your child has been working on in the past. Since none of us gets a task completely done the first time around, what old task would you guess your child might be practicing now? How can you support that?"

114. Building Self-Esteem In Young Children

😊 Ask the parent to choose ovals from the child's age set that he may not believe. Now lay out the previous sets and say, "Guess which earlier ones he needs to 'really' believe to help him with the one chosen above. How can you help/support him in believing those?"

115. Building Self-Esteem in Adolescents

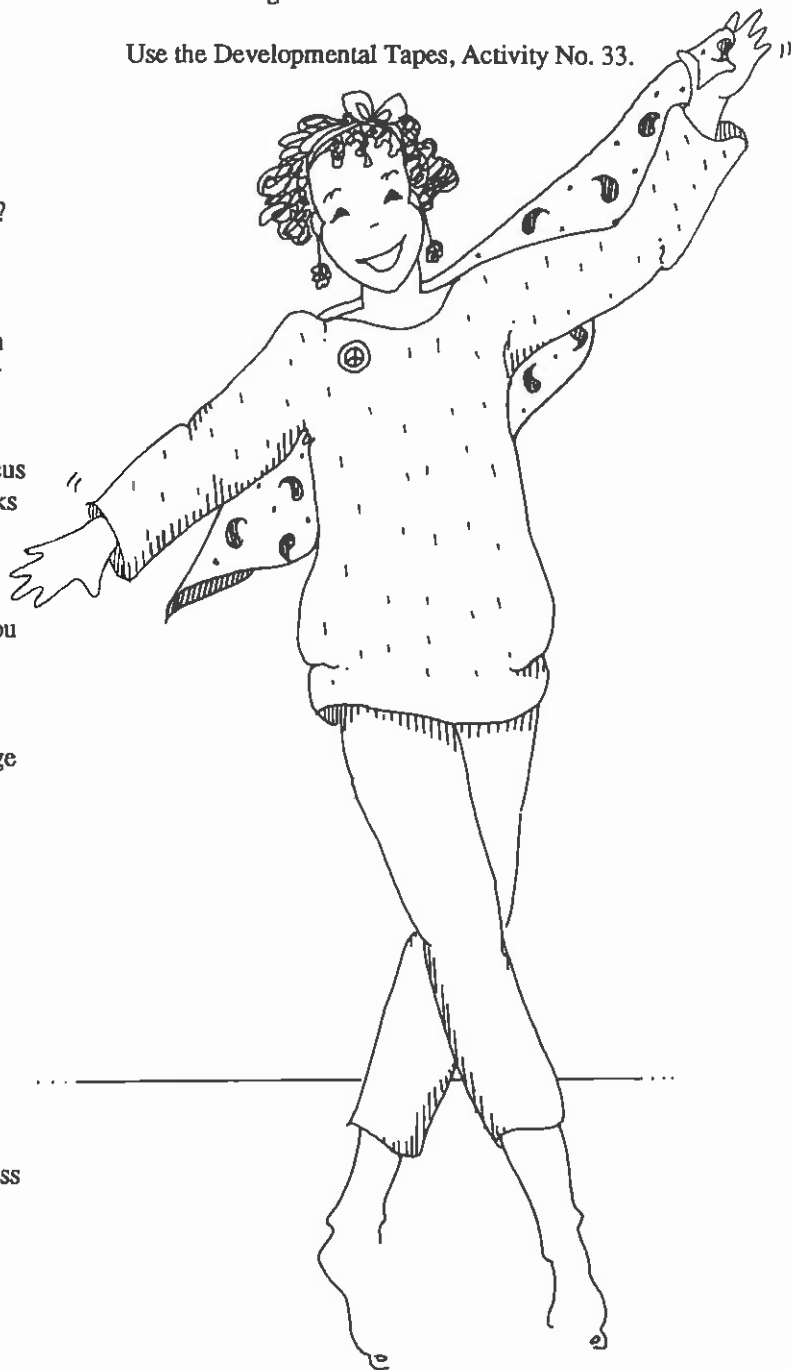
😊 Do the previous exercise directly with the adolescent. Let parents or teachers observe:
Ask the parent or teacher:

- How can you help/support her in believing those?
- What earlier developmental tasks do you guess she may be recycling now?

Ask the adolescent:

- What do you need to help you believe those earlier messages?

Use the Developmental Tapes, Activity No. 33.



More Ways To Use The Affirmation Ovals To Teach About Developmental Tasks

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VI. Activities For Therapists or Counselors To Use With Clients In Individual or Group Settings

116. Rewriting Rules

Identify the rules that were used in your family of origin. Evaluate each rule. Re-write any that were negative. Choose affirmations to support a revised rule and concentrate on those affirmations three times a day. Visualize your current family using the new rule. Post the new rules and the affirmations on the refrigerator. Practice following the new rule.

117. Getting Help

 Are you tired or sick? Ask a trusted friend to rub your back and give you the Being (red) affirmations.

118. Taking Risks

Doing something new today? Read the orange affirmations. Tell how each message will be helpful to you while you are doing the new activity.

119. New Identity

"Who am I now that I'm sober?" Read, hold, listen to the green affirmations. Ask yourself, "Where is my power?" "How am I claiming it?" "How am I using it?" "What is real and what is pretend?"


120. Twelve Steps

Review the twelve steps of Alcoholics Anonymous or any twelve step based program. Read the affirmations and identify the ones that support each step for you. While you are doing each step, get the affirmations that support that step from yourself and others at least three times a day.

121. Find New Friends

Use the dark blue adolescent affirmations and the violet adult affirmations to help you say your "Good-byes" and "Hellos."

122. Dieting

 On a diet? Use affirmations to fill you up instead of snacks. Put affirmations in a bowl and have as many as you need as often as you need. Notice which ones help you feel satisfied.

123. You Can't Go Back

But You Can Get What You Need Now

Work in pairs. Tell your partner a short story about a typical day in your life when you were a certain age or the age your child is now. Include your name and nicknames, your family, house, school, friends, not-friends, activities, sports, what you liked to do, what you did well, and what your wishes were.

Lay out all of the affirmations through the age you are telling about. Pick up the affirmations that would have helped you on the kind of day you described. Take as many affirmations as you want. Of those, pick the most important three or four or the ones that feel best to you today. Have your partner read them to you, once with your eyes open, partner handing these to you one at a time, and once again with your eyes closed.

124. Couple Therapy


Use the affirmations in (any) pair work to find out what people want from each other. (couples, colleagues, siblings, parent-child, etc.) Give each person a set of the ovals. Ask each to arrange the set in front of himself by color rows, then look at each row and pick from that row the messages he wishes the other person would give him.

Go through chosen messages with the other person. Ask:


- "Did you know this person wants this affirmation from you?"
- "Do you give it now?"
- "How?"
- "If the other person isn't hearing /seeing/ getting that, how else can you give it?"
- "If you don't believe you can give it, what do you need that will enable you to give it? How can you get that?"
- "Will you give the affirmation now?"
- (To the other person) "Do you accept this?"
- "What else do you need?"

(Thanks to Gail and Harold Nordeman)


125. Dealing With Feelings

 Use any or all of the seven games in the **Ups & Downs With Feelings For Ages 6 to Adult** game or use the **Ups & Downs With Feelings For Ages 3 to 6** game to teach families or individuals about feelings.

126. Who Is Responsible?

 Use the **Feelings Faces Board** (page 41) to help families claim, identify, name and be responsible for their own feelings. Ask them to choose affirmations to support that responsibility.


127. Recapturing Turned Off Feelings

 Use the **Feeling Faces Board** (page 41) to help people who have "turned off" their feelings to recapture them. Say to the person, "Point to the face that shows:
how it was when. . . .
how it is now. . . .
how it would be if. . . .
(Do not say "point to the face that shows how you felt.")

128. Accepting Help


When a client has difficulty accepting and believing a message that she thinks would be helpful, ask her to select one other affirmation that would help her believe the one in question. Then have two people whisper the messages to her simultaneously, one in each ear. (Thanks to Maggie Lawrence.)

129. Accepting Feelings

 Look at each face on the **Feelings Faces Board** (page 41). Read the affirmations. Using the small ovals, place each **Affirmation Oval** above the face that reminds you of that affirmation. You can place more than one affirmation above a face. You may have some faces with no ovals above them and some with a small pile. Remember, there are no right or wrong answers.


If there is one that you would like to change, move it to a face that shows how you want to feel. Decide on three ways to help yourself make that change and do them.

130. Believing

 Pick an affirmation that you like but you are not sure you believe today. Point to the face on the **Feelings Faces Board** (page 41) that shows how you feel when you don't believe it. Then point to the face that shows how you feel when you believe it. Make your face look like that picture. Read the affirmation aloud. See if it is easier to believe the

affirmation when your face matches believing it. Think about what else you need in order to believe it.

131. Those Deadly Double-Binds

 Use the **Feeling Faces Board** (page 41) to teach people how confusing double-binds are.

- Identify a double-bind.
- Say the double-bind (for example: I love you/ go away) and ask people to point to the face on the board that shows how that is for them.
- Now say the first message, (example: I love you) and have them point to the face that shows how it is when they hear that message.
- Then say the second message, (example: Go away) and have them point to the face that shows how it is when they hear that message.
- Ask how many had the same face for all three.
- Point out that children who get double-bind messages often are stopped from dealing with either message because they are hung up by the feeling about the double-bind itself.

132. In Support of Adoption

Here is how one professional used the affirmations to support the adoption of five and six-year-olds. "The affirmations have been an excellent tool to illustrate to families that they need to shower the child with birth to five-year affirmations to promote bonding *while* they also work to structure behavior. I lay the red ovals in front of a child and ask which one she would like to hear from each member of the family. The most popular one has been 'I love you...', and the second is 'You can grow at your own pace...'"

I also ask the parents which affirmations they need and help them figure out where they can get them so they do not try to get the children to fill their needs. I also use **Do-Think-Identity** affirmations to support the whole family as they work together." (Thanks to Barbara Dysinger.)

133. Grief

Do any of the grief affirmation activities, in the next section, to help people with their losses (activities 135 - 139).

134. Affirmations To Help the Counselor

Post a copy of the affirmations (page 37) or the affirmation posters or selected Ovals in your office. Read the messages and take them in as support for yourself. Scan them to get new ideas for helping clients. (Thanks to Barbara Dysinger.)

Other Activities

Many of the activities in earlier sections can be used in treatment by individuals or groups. Look for activities that you think might be especially helpful for your client(s).

More Activities For Therapists Or Counselors
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VII. Ways to Use Affirmations To Help People Who Are Grieving

For any activity each person is to use all of the colors up to and including the person's age group plus all of the Love Affirmations. (See p. 1-3.)

135. Help For Today

- ☺ • Sort through your set of affirmations and put aside the ones that speak to you today.
 - How do these relate to something that is going on in your life right now?
 - Who will you ask to give these affirmations to you today and how will you give them to yourself today?
 - If it is difficult for you to let these messages in, is there something you need to grieve from your past in order to be free to accept them now? If so, remember to get help from others in support of your grieving. (Thanks to Connie Dawson)

- Take the action you need to take.
- Do the healing you need to do.
- Do the grieving you need to do in order to be able to say "goodbye" to that event so you can say "hello" to the rest of your life.

136. Today's Grief

- ☺ If you are grieving anything from a lost parakeet to a smashed life-long dream, it is important to accept the stage of grieving you are in today. You may be experiencing shock, denial, anger, sadness, depression, fear, bargaining, acceptance, or integration. Talk to yourself or someone else about the subject of your grief. Point to the faces on the Feeling Faces Board (page 41) that correspond to what you are thinking or talking about. You may discover that you are flipping from one feeling to another. Select the Affirmation Ovals that will support you today. Read them and carry them in your pocket or wear them on your sleeve. Remember that for all of us, it is healthy to grieve and unhealthy to pretend that our losses are not important or to ignore them and "act strong." "Not breaking down" could cause "a breakdown" later on.



137. Let Your Fingers Do The Walking

- ☺ Use the Feeling Faces Board on page 41.
 - Identify an instance of abuse or neglect in your life.
 - Put your finger on the face or faces that show how it was for you when that event happened.
 - Now put your finger on the face or faces that show how that is for you now.
 - Choose the affirmations that will help you do whatever you need to do such as:
 - Think clearly about what you need to do.

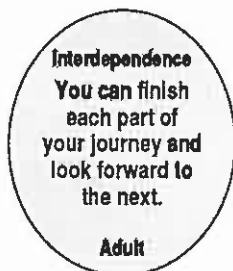
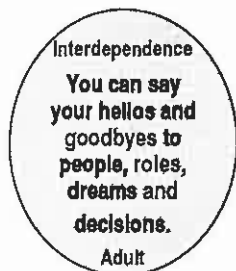
138. Life is Good-Bye/ Life is Hello



Stages or Aspects of Grief

This activity is described as an exercise in which everyone participates. When working in as a group, the sharing can be done with the whole group or between partners. It could also be done with one person alone or by one person in a group with the group supporting, encouraging, and learning about grief. The leader should make a handout sheet or post the list of the eight aspects of grief.

Post the hello and good-bye affirmations.



1. Say: "In **Life is Goodbye Life is Hello; Grieving Well Through All Kinds of Loss**, Alla Bozarth-Campbell says, *'Life is goodbye. Life is change. Life means having and holding—then letting go and giving up— even what we love the best.*

'Life is also hello. We can survive loss. We can move beyond endurance to accept new and different joys into our lives.

'Discover the art of possibility. The tools are your own creativity and faith. You have it all within you. You can do what you need to do to be healed ... This pain won't last forever...

'Grieving is a normal, healthy, healing activity. Grieving is an experience that we all encounter sooner or later as part of the human condition on this planet. Grieving is something that human beings must do in order to survive losses.'"

2. Define grief in the group. Ask participants to give their definitions of grief. Give yours. Example: Grief is the physical and cognitive response to loss. Mourning is the cultural, social aspect. It lets people around us know what has happened. Bereavement is the process of adapting after a loss.

As a group, list the types of losses that people need to grieve. Example: A toy, a pet, a person, a dream, a house, children growing into a different stage, a part of your body, or a capability.

3. Ask:
 - "Will you think about a loss you need to grieve,

to let go of right now?"

- "On the Feelings Faces Board (p. 41) pick the faces that show how you felt when you first learned about your loss."
- "Share that information with your partner or with the others in your small group."
- "Pick the face that shows how you feel right now when you think of that loss. Mark that face or record the number somewhere."
- "Share that information with your partner or the group."

4. Say: "Experts on grief talk about stages. These stages may not go in any special order and each may be visited many times, but probably unless the person experiences each one, she will not finish her grieving over a particular loss. We will talk about eight possible aspects of grief. You can decide if these are the aspects you think are important for your grief issue."

Aspects of Grief

Briefly describe each one. After each description, ask the group to give examples of other words people use for this aspect. Then ask each person to look at her Feeling Faces Board and identify the faces that show how it is for her when she is in that aspect.

Shock and denial:

Lack of feeling, recognition of loss without feeling of loss, doesn't believe loss is true or minimizes importance of loss. What are other words for shock?

Anger:

Rage at the circumstances and the implications of the loss. This may be projected onto other people. What are other words for anger?

Sadness and/or depression:

Feeling of loss, hopelessness, despair, sighing, crying, tight throat, tight gut. What are other words for sadness?

Fear:

Concern over own future or the future of others. What are other words for fear?

Coping Skills:

Learning and using skills for dealing with our own losses and for supporting others. What are some examples of coping skills?

Bargaining:

Engaging in the fantasy that some belief or promise of behavior will make the loss go away, or lessen. What are some examples of bargaining?

Acceptance:

Admitting that the loss is present and real and looking for ways to cope. What are other words for acceptance?

Integration:

Growth and strength are experienced as a result of having completed the grieving process. Once a person has attained full integration of a loss her times of grieving about that loss are short lived and tend to be nostalgic or empathetic. What are other words for integration?

5. Say: "People feel many different ways about each of the aspects. Some faces fit for more than one aspect. A person may have different feelings about an aspect at different times. Does the face you marked with an X correspond to one of the faces you chose for an aspect? Share that information with your partner or with the others in your group."
6. Say: "Decide on one thing you need to do to help you resolve this particular aspect of your grieving. Share that with your partner or group and ask for their suggestions."
7. Say: "Choose affirmations that will help you do this."
8. Say: "Ask your partner to read the affirmations you chose to you."
9. Closing: Ask the group to say in unison: "You can say your hellos and goodbyes to people, roles, dreams and decisions and you can do your grieving."

Say: "If we get coping skills too soon for our own natural process, we will need at some point to stop using those skills while we do other parts of our grieving. If we move to empathy before we finish being angry, we will probably only achieve partial integration."

Interdependence
You can say
your hellos and
goodbyes to
people, roles,
dreams and
decisions.
Adult

Each grief takes its own amount of time, from two minutes to two years. What is important is that each of us actually does our grieving—that we say our goodbyes so we are able to say a full hello to the rest of our lives. As we leave today, let us say goodbyes to each other in this experience so we are free to say hello in a new and full way when we next meet."

139. New Rules About Grieving

Say: "In Life is Goodbye /Life is Hello: Grieving Well Through All Kinds of Loss, Alla Bozarth-Campbell says:

'Grieving is something that human beings must do in order to survive losses. Grieving is hard. It need not be hellish. What often makes grieving hellish are all the messages we get about it—especially the messages that tell us that sad feelings, expressed or unexpressed, are inappropriate, awkward, and often selfish.

'Where do messages about grief come from? What influences our conscious and unconscious attitudes about grieving? I believe that the strongest influences are important cultural attitudes against the expression of feelings and the value of painstaking process. These attitudes are communicated to us in blatant and subtle ways—often in our families, in school, in the marketplace.'

Say: "Today we will identify family rules about grieving and see if want to rewrite those rules."

Say: "Will each of you..."

1. Think of two situations when someone in your family experienced loss. Examples: Grandpa died, pet died, broken engagement, lost a job.
2. In groups of three, share what the loss was, and what the family did and said. Examples:
 - a.) When Grandpa died, Daddy never cried, and he was complimented on "not breaking down."
 - b.) When my pet died, they told me I didn't have to be sad, and they got me a new one right away.
3. Then list the rules about grieving and loss that your family offered or you assumed. Examples:
 - a.) Men don't cry when someone dies. Showing grief is 'breaking down' or a sign of weakness.
 - b.) If you lose something or someone, don't grieve, and replace it as soon as possible.
4. Each person looks at his rules to see if they support each aspect of grieving: Shock and Denial, Anger, Sadness and Depression, Fear, Coping Skills, Bargaining, Acceptance, Empathy and Integration.
5. Each person make sure that he has at least one rule to support each aspect of grieving, rewriting old ones or writing new ones as needed.
6. Each person then chooses one or more affirmations to support each new rule about grieving.

Note: Change the word *family* to *school, work, church, culture, or marketplace* to use the activity to find new rules for each of those areas.

**More Ways To Use Affirmations
to Help People Who Are Grieving**
Use this page to record additional activities.

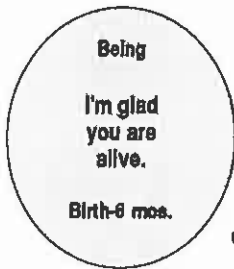
Please send a copy of your new activities to Daisy Press, 16535 - 9th Avenue North, Plymouth, Minnesota 55447. We will share them with others in the next edition of this book. If we get duplicate ideas, we will credit the first person who submits them.

APPENDIX

DEVELOPMENTAL AFFIRMATIONS

From HELP! for Parents

From the six books *HELP! for Parents of Children of Different Ages*, by Jean Illsley Clarke, et. al., Harper & Row, 1986. The Developmental Affirmations are also featured in the game, *Ups & Downs with Feelings*, and in the *Sing Year!* cassette tape album.



Being, Stage I, 0 to 6 months

- I'm glad you are alive.
- You belong here.
- What you need is important to me.
- I'm glad you are you.
- You can grow at your own pace.
- You can feel all of your feelings.
- ♥ • I love you and I care for you willingly.

Doing, Stage II, 6 to 18 months

- You can explore and experiment and I will support and protect you.
- You can use all of your senses when you explore.
- You can do things as many times as you need to.
- You can know what you know.
- You can be interested in everything.
- I like to watch you initiate and grow and learn.
- ♥ • I love you when you are active and when you are quiet.

Thinking, Stage III, 18 months to 3 years

- I'm glad you are starting to think for yourself.
- It's OK for you to be angry and I won't let you hurt yourself or others.
- You can say no and push and test limits as much as you need to.
- You can learn to think for yourself and I will think for myself.
- You can think and feel at the same time.
- You can know what you need and ask for help.
- ♥ • You can become separate from me and I will continue to love you.

Identity and Power, Stage IV, 3 to 6 years

- You can explore who you are and find out who other people are.
- You can be powerful and ask for help at the same time.
- You can try out different roles and ways of being powerful.
- You can find out the results of your behavior.
- All of your feelings are OK with me.
- You can learn what is pretend and what is real.
- ♥ • I love who you are.

Structure, Stage V, 6 to 12 years

- You can think before you say yes or no and learn from your mistakes.
- You can trust your intuition to help you decide what to do.
- You can find a way of doing things that works for you.
- You can learn the rules that help you live with others.
- You can learn when and how to disagree.
- You can think for yourself and get help instead of staying in distress.
- ♥ • I love you even when we differ; I love growing with you.

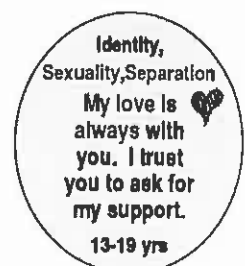
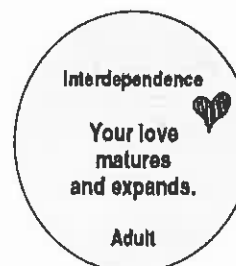
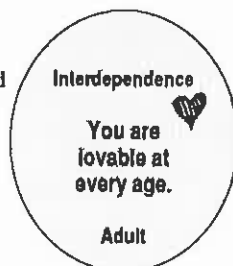
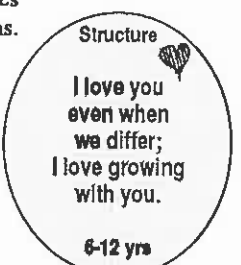
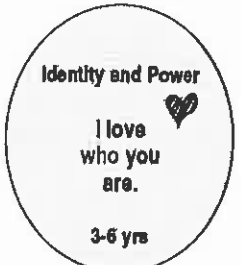
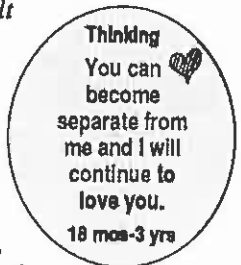
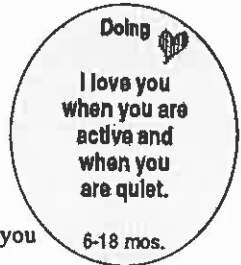
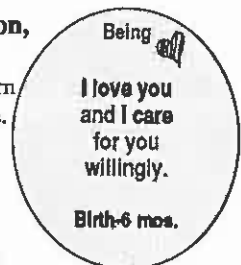
Identity, Sexuality and Separation, Stage VI, Adolescence

- You can know who you are and learn and practice skills for independence.
- You can learn the difference between sex and nurturing and be responsible for your needs and behavior.
- You can develop your own interests, relationships and causes.
- You can learn to use old skills in new ways.
- You can grow in your maleness or femaleness and still be dependent at times.
- I look forward to knowing you as an adult.
- ♥ • My love is always with you. I trust you to ask for my support.

Interdependence, Stage VII, Adult

- Your needs are important.
- You can be uniquely yourself and honor the uniqueness of others.
- You can be independent and interdependent.
- Through the years, you can expand your commitments to your own growth, to your family, your friends, your community, and to all humankind.
- You can build and examine your commitments to your values and causes, your roles and your tasks.
- You can be responsible for your contributions to each of your commitments.
- You can be creative, competent, productive, and joyful.
- You can trust your inner wisdom.
- You can say your hellos and goodbyes to people, roles, dreams and decisions.
- You can finish each part of your journey and look forward to the next.
- ♥ • Your love matures and expands.
- ♥ • You are lovable at every age.

The affirmations marked with hearts are called "Love Affirmations."



Permission to copy, Jean Illsley Clarke.

AFFIRMATION FEEL-O

AFFIRMATION FEEL-O

Green

Blue

Red

Yellow

Green

Blue

Blue

Red

Orange

Green

Blue

Red

Red

Orange

Yellow

Blue

Red

Orange

Orange

Yellow

Green

Red

Orange

Yellow







































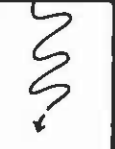






UPS & DOWNS With Feelings

• needed • jealous • glad • hurt • lucky • tired • joyful • surprised •

Suggested Activity: Pick an affirmation that you are not sure you believe today. Point to the face that shows how you feel when you believe it. Make your face look like that picture. Read the affirmations aloud.

Suggested Activity: Look at each face. Read the affirmations. Place each affirmation oval above the face that reminds you of that affirmation. Remember there are no right or wrong answers.

special • stupid • brave • helpless • smart • guilty • depressed • confident • free • disgusted

							
	78		77	76	75	74	73
							
	64	65	66	67	68	69	70
							
	63	62	61	60	59	58	57
							
	48	49	50	51	52	53	54
							
	47	46	45	44	43	42	41
							
	38	35	34	33	32	31	30
							
	31	30	29	28	27	26	25
							
	16	17	16	19	20	21	22
							
	18	14	13	12	11	10	9
							
	1	2	3	4	5	6	7

carefree • embarrassed • scared • lovable • ashamed • capable • sad • excited • angry • alive • let down

• unwanted • trusted • alone • happy • dirty • worried • frightened •



Permission to copy, Carole Gesme.

About the Authors

Jean Illsley Clarke is the author of **Self-Esteem: A Family Affair**, **Connections: The Threads That Strengthen Families**, and **Who, Me Lead A Group?**. She is the co-author of **Growing Up Again**, **Parenting Ourselves**, **Parenting Our Children** in which the developmental affirmations appear. Her parenting programs are described in the **Self-Esteem: A Family Affair Leader Guide** and **Growing Up Again, Helping Ourselves, Helping Our Children**. She designs and leads workshops on self-esteem, human development and group process. She is a trainer of trainers.

Jean holds a Masters degree in Human Development, is a Teaching Member of the International Transactional Analysis Association and has been named a Certified Family Life Educator by the National Council on Family Relations. Sierra University awarded her an honorary doctorate in Human Service. Her book, **Time-In: When Time-Out Doesn't Work** is a Parents Choice selection in 1999.

Jean is married and has three children and four granddaughters.

Carole Gesme, M.A., CCDP, holds a master's degree in Human Development from Saint Mary's University. She has been named a Certified Family Life Educator by the National Council on Family Relations, and is a chemical dependency counselor and a former elementary school teacher. She is an adjunct professor in the Human Development Program at Saint Mary's University and Concordia University in the School-Age Care Program.

Carole has created several therapeutic and educational games and tools which she markets through her company, I Wanna Be Me. Some of these include **The Love Game**, **Ups & Downs with Feelings**, and **The Family Puzzle**. She is the author of **Help For Kids! Understanding Your Feelings about Moving** and **Help For Kids! Understanding Your Feelings about Having a Parent in Prison or Jail**. Recently, Carole co-authored **Life is a Celebration**, a book which challenges you to move from suffering or just-getting-along to your natural inner drive to celebrate.

Carole has taught parenting within the Minnesota Correctional System for twenty years and teaches self-esteem, parenting and assertiveness classes for Health System Minnesota. She is a trainer for the Minnesota Child Welfare Training System in Effective Parenting Skills and The Effects of Abuse and Neglect on Child Development.

Carole has two sons and two grandsons.

Additional Resources

1. *Self-Esteem: A Family Affair* is a helpful book on what children and adults need in each growth stage and on the theory of recycling. Jean Illsley Clarke, Hazelden.
2. *Growing Up Again, Parenting Ourselves, Parenting Our Children*, in the new revised edition, adds information on the impact of prenatal experiences, overindulgence and adoption to the nurture, structure and denial of the old edition. Jean Illsley Clarke and Connie Dawson, Hazelden.
3. *Connections: The Threads That Strengthen Families* provides helpful information on how to apply positive communication (connecting) skills to issues of discipline, anger management, setting and maintaining healthy boundaries, shame, blended families, grief, and spirituality. Jean Illsley Clarke, Hazelden.
4. *Time-In: When Time-Out Doesn't Work* is a unique four-part way to connect with children while teaching the lessons of discipline. There are also 4 puzzle pieces, each 8 ¼" by 10 ½" (Ask, Act, Attend, Amend) for teaching Time-In. Jean Illsley Clarke, Parenting Press.
5. The *Developmental Stories* audio cassette tapes present important information about children and the nurturing they need. Told in entertaining and easy-to-understand language from the perspective of the child, each story explains how the nurturing people and environments in children's lives can support and enhance the child's emotional and mental growth. The tapes describe childcare by parents and by day care providers. This method of offering information allows parents to set aside fear or guilt about parenting and have the distance they may need to hear the information presented. The stories are told in both male and female voices and are 12 to 18 minutes long. It is recommended that you listen to each tape daily for one or two weeks. *The Important Infants, children age birth to 6 months; The Wonderful Busy Ones, children age 6 to 18 months; The Terrific Twos, children age 18 months to 3 years.* Jean Illsley Clarke, Daisy Press.
6. The *Sing Yes!* audio tape album contains six cassettes with sixty-three singable, easy-to-remember songs, based on the affirmations. The album's printed resources include an introduction to the developmental affirmations, lyric sheets, music sheets, a utilization guide and suggested additional resources. All of the songs in the recordings are sung by both male and female vocalists, and there are accompaniment tapes. A sampler tape of eight songs is also available. Music is a powerful form of communication. Self-esteem is a critical aspect of personality development. Put the two together and the result is a powerful resource for growth. Darrell Faires, Shalom Publications.
7. **Games by Carole Gesme**
 - *Ups & Downs With Feelings Starter Games* for ages 3 to 6 and for anyone starting to reclaim feelings. The games include a variety of games and a set of affirmations.
 - *Ups & Downs With Feelings Explorer Games* for ages 6 to adult help children and adults recognize, name, and be responsible for their feelings. The games include a set of affirmations, a cloth Feelings Faces game board and seven games.
 - *The Love Game* is built on the most basic premise of psychology: the road to self-esteem must be paved with love and acceptance. This board game is intended to help players express their "authentic selves" so they can be appreciated and valued for exactly who they are.
 - *The Family Puzzle Game* promotes group interaction and gives players the opportunity to recall and share their own memories. Contains one 24 piece puzzle, 15 Affirmation Cards, 54 Family Memory Joggers.
 - *Capture a Feeling Card Game.* Both children and adults are sure to have fun while playing "Feelings 'r OK!" This fast paced, slapstick game combines fun and learning. These brightly colored cards are unique in many ways; the four suits represent Happy, Sad, Angry and Scared feelings and each card has a valuable affirmation on its reverse side. Although these cards are unique, they are a standard deck of cards, so any card game can be played with them.
 - *Remembering Christmas.* This game puzzle for sharing and celebrating Christmas is a must have for holiday gatherings and celebrations. The Christmas puzzle is a beautiful watercolor painting made up of 25 pieces, each carefully designed to include a scene sure to evoke memories of

Christmas. This game/puzzle promotes group interaction and gives players an opportunity to recall and share their own memories of the holiday season.

8. **Activities by Carole Gesme:**
 - *Feeling Faces Paper People* were created to help children and adults learn about their feelings while having fun. They help us learn that we are in charge of our feelings and we can choose what to do with them. Get out your crayons, markers or paints to color the Paper People. Cut them out and have fun! There is no right or wrong way to use these Paper People. Simply use your imagination!
 - *Keeping in Touch – While We're Apart* is a packet of weekly activities to send to children of all ages from whom you may be separated. The activities are varied and fun and can be completed in a short period of time.
9. *Help for Kids! Understanding Your Feelings About Moving* is a workbook for kids ages six and older to help them deal with stress or other feelings related to moving. Carole Gesme, Pine Press.
10. *Help for Kids! Understanding Your Feelings About Having a Parent In Prison or Jail* helps kids ages six and older to learn that their feelings are important, to think about their feelings and to decide what to do about their feelings. Carole Gesme, Pine Press.
11. *Life Is A Celebration: Are You Celebrating, Just Getting Along, or Suffering?* identifies a variety of self-defeating beliefs and attitudes, and other blocks to letting your celebration spirit come through. Russell E. Osnes and Carole Gesme, Beaver's Pond Press.
12. *Ouch, That Hurts, A Handbook for People Who Hate Criticism* is a collection of personal and group activities to help people learn to separate constructive suggestions from criticism and to protect themselves from the slings and arrows of life. People who have trouble believing affirmations, or who hear criticism where none was intended, or who don't know how to protect themselves, often benefit from such activities as "Find the Kernel of Truth" or "Your Ear Is a Hole in Your Head." Jean Illsley Clarke, Daisy Press.

Additional Recommendations

- *Princess Bean's Messy World* audio cassette tape is a new fairy tale about a girl who won't give up her uniqueness or her power. It has a bouncy, dancy format with lots of action and a singable refrain about her accomplishments. Rachael Bean, BeanStarEntertainment.
- The many books from Parenting Press including Elizabeth Crary's *Without Spoiling Or Spanking or Pick Up Your Socks to My Name Is Not Dummy* and are exceptionally well done. Call 800 992-6657 for a complete listing of offerings.
- Harriet Heath's new book *Using Your Values to Raise Your Child to be an Adult you Admire* helps readers identify his or her own values and then offers numerous ways to teach those values to children. Parenting Press, Inc.
- For help in protecting children from a whole society that pushes them to grow up too fast, read David Elkind's *The Hurried Child* and *All Grown Up & No Place To Go, Miseducation; Preschoolers at Risk*, Addison-Wesley Publishing Company.
- A good book about grieving that provides a set of skills for anyone who has experienced a loss of any kind is *Good Grief Rituals, Tools for Healing*. Elaine Childs-Gowell, Station Hill Press.
- Some of life's transitions may shatter our dreams, but steps can be taken to rekindle hope. Read Ted Bowman's *Loss of Dreams: A Special Kind of Grief*. Pheather desktop design.
- A helpful book to use with children ages 6-12 who have experienced the loss of a person is *When Someone Very Special Dies* by Marge Heegaard, Woodlawn Press, 99 Woodlawn Circle, Minneapolis, MN 55424.
- As an antidote to the rush to give children too much, too fast, read Phoebe Gilman's *Something from Nothing* to young children. This charming story about a little boy and his family has a parallel story about a family of mice who also create something from nothing. Scholastic Inc.

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Please send your ideas on how to create a more usable index.



Structure

You can think before you say yes or no and learn from your mistakes.

Thinking

You can think and feel at the same time.

Identity, Sexuality, Separation

My love is always with you. I trust you to ask for my support.

Identity and Power

I love
who you
are.