



Affirmations and Jobs of the Child

How Much Is Too Much?
Meeting I
Handout # 8a

Prenatal Stage— Becoming *From Conception to Birth*

The prenatal stage lays the groundwork for all the stages to follow. During these nine months, if all goes well, the baby’s body is developing from the genetic gift of the egg and the sperm to a full-term infant with all life-support systems intact or ready to grow to full potential. Simultaneously, the new being is making life-shaping decisions in response to the environment of the womb and the relationship experiences of the mother with other people and with the baby.

BECOMING

**I celebrate
that you
are alive.**

BECOMING

**Your needs
and safety
are
important
to me.**

BECOMING

**We are
connected
and you
are
whole.**

BECOMING

**You can
make healthy
decisions
about your
experiences.**

Directions: Read the affirmations. For each affirmation, draw a line to the job that the affirmation supports.

Jobs of the prenatal child - developmental tasks

1. To grow; to develop all body systems.
2. To experience the ultimate in being separate and connected at the same time.
3. To accept nourishment, acceptance, reassurance, and love.
4. To move starting early, probably by week ten when still under two inches long. (By week twenty the mother can feel the movement.)
5. To gain a familiarity with the mother.
6. To recognize voices (father and others) and begin to learn language (at least by six months).
7. To form some deep decisions about trust.
8. To initiate and move through the birth process.

BECOMING

**You can
be born
when
you are
ready.**

BECOMING

**Your
life
is
your
own.**

BECOMING

**I
love you
just
as you
are.**

peach



Affirmations and Jobs of the Child

Stage One — Being *From Birth to about 6 Months*

The first stage is about deciding to be, to live, to thrive, to trust, to call out to have needs met, to expect to have needs met, to be joyful. These decisions are important to nourish and amplify throughout our whole lives.

BEING

**I'm glad
you are
alive.**

BEING

**You
belong
here.**

BEING

**What you
need is
important
to me.**

BEING

**I'm glad
you are
you.**

BEING

**You can
grow
at your
own pace.**

BEING

**You can
feel all
of your
feelings.**

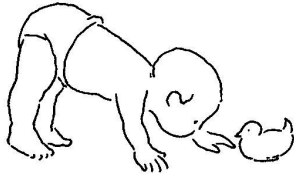
BEING

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

Directions: Read the affirmations. For each affirmation, draw a line to the job that the affirmation supports.

Jobs of the child - developmental tasks

1. To call for care.
2. To cry or otherwise signal to get needs met.
3. To accept touch.
4. To accept nurture.
5. To bond emotionally, to learn to trust caring and safe adults and self.
6. To develop sensory awareness by using all senses.
7. To decide to live, to be.



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Stage Two—Doing *From about 6 to about 18 Months*

Stage Two – the “doing” stage – a powerful time when it is important for the child to decide to trust others, that it is safe and wonderful to explore, to trust his senses, to know what he knows, to be creative and active, and to get support while doing all these things.

Directions: Read the affirmations. For each affirmation, draw a line to the job that the affirmation supports.

Jobs of the child - developmental tasks

1. To explore and experience the environment.
2. To develop sensory awareness by using all senses.
3. To signal needs; to trust others and self.
4. To continue forming secure attachments with parents.
5. To get help in times of stress.
6. To start to learn that there are options and not all problems are easily solved.
7. To develop initiative.
8. To continue tasks from Stage One.

DOING
You can
explore and
experiment and
I will support
and protect
you.

DOING
You can
be
interested in
everything.

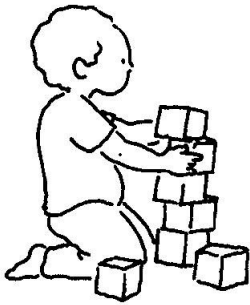
DOING
You can
use all of
your senses
when you
explore.

DOING
I like to
watch you
initiate
and grow
and learn.

DOING
You can
do things
as many times
as you
need to.

DOING
You can
know
what
you know.

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



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Stage Three—Thinking

From about 18 months to about 3 years

In order to separate from parents, children must learn to think and solve problems. Learning to express and handle feelings is also important. These lessons are the focus of Stage three—the thinking stage.

Directions: Read the affirmations. For each affirmation, draw a line to the job that the affirmation supports.

Jobs of the child - developmental tasks

1. To establish ability to think for self.
2. To test reality, to push against boundaries and the authority of others.
3. To learn to think and solve problems with cause and effect thinking.
4. To start to follow simple safety commands: come, wait, stop, go, stay here.
5. To express anger and other feelings.
6. To separate from parents without losing their love.
7. To start to give up beliefs about being the center of the universe.
8. To learn to do simple chores.
9. To continue tasks from earlier stages.

THINKING

I'm glad
you are
starting to
think for
yourself.

THINKING

You can
think and
feel at the
same time.

THINKING

It's OK for
you to be
angry and I
won't let you
hurt yourself
or others.

THINKING

You can know
what you
need
and ask for
help.

THINKING

You can say
no and push
and test limits
as much as
you need to.

THINKING

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

THINKING

You can
learn to think
for yourself
and I will think
for myself.

yellow



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Stage Four—Identity and Power

From about 3 to about 6 years

The tasks of this stage focus on learnings and activities that help the person establish an individual identity, learn skills, and figure out role and power relationships with others.

Directions: Read the affirmations. For each affirmation, draw a line to the job that the affirmation supports.

Jobs of the child - developmental tasks

IDENTITY & POWER

You can explore who you are and find out who other people are.

IDENTITY & POWER

All of your feelings are OK with me.

IDENTITY & POWER

You can be powerful and ask for help at the same time.

BIDENTITY & POWER

You can learn what is pretend and what is real.

IDENTITY & POWER

You can try out different roles and ways of being powerful.

IDENTITY & POWER

You can find out the results of your behavior.

IDENTITY & POWER

I love who you are.



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Stage Five—Structure

From about 6 to about 12 years

It's important at this stage to learn more about Structure and to install our own internal structures. This includes understanding the need for rules, the freedom that comes from having appropriate rules, and the relevancy of rules. Examining the values on which our rules are based is important. Another major task of this stage is acquiring many kinds of skills.

Directions: Read the affirmations. For each affirmation, draw a line to the job that the affirmation supports.

Jobs of the child - developmental tasks

1. To learn skills, learn from mistakes, and decide to be adequate.
2. To learn to listen and look in order to collect information and think.
3. To gradually become skilled at and responsible for complex household chores.
4. To practice thinking and doing.
5. To reason about wants and needs.
6. To check out family rules and learn about structures outside the family.
7. To learn the relevancy of rules.
8. To experience the consequences of breaking rules.
9. To disagree with others and still be loved.
10. To test ideas and values and learn value options beyond the family.
11. To develop internal controls.
12. To learn what is one's own responsibility and what is the responsibility of others.
13. To learn when to flee, when to flow, and when to stand firm.
14. To develop the capacity to cooperate.
15. To test abilities against others.
16. To identify with one's own gender.
17. To continue to learn earlier tasks.

STRUCTURE

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

STRUCTURE

You can trust your intuition to help you decide what to do.

STRUCTURE

You can find a way of doing things that works for you.

STRUCTURE

You can learn the rules that help you live with others

STRUCTURE

You can learn when and how to disagree.

STRUCTURE

You can think for yourself and get help instead of staying in distress.

STRUCTURE

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

light blue



Affirmations and Jobs of the Child

Stage Six—Identity, Sexuality and Separation

From about 13 to about 19 years

The tasks of this stage focus on identity, separation and sexuality.

Directions: Read the affirmations. For each affirmation, draw a line to the job that the affirmation supports.

Jobs of the child - developmental tasks

Identity, Sexuality
Separation

You can know who you are and learn and practice skills for independence.

Identity, Sexuality
Separation

You can learn the difference between sex and nurturing and be responsible for your needs and behavior.

Identity, Sexuality
Separation

You can develop your own interests, relationships and causes.

Identity, Sexuality
Separation

You can grow in your maleness or femaleness and still be dependent at times.

Identity, Sexuality
Separation

I look forward to knowing you as an adult.

Identity, Sexuality
Separation

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

Identity, Sexuality
Separation

You can learn to use old skills in new ways.

1. To take more steps toward independence.
2. To achieve a clearer emotional separation from family.
3. To emerge gradually, as a separate, independent person with own identity and values within the context of the family.
4. To be competent and responsible for own needs, feelings, behaviors as one moves out into the world.
5. To find and support a healthy peer group.
6. To continue to do family chores.
7. To continue to participate in family celebrations and rituals.
8. To integrate sexuality into sense of identity and earlier developmental tasks.
9. To gradually acquire the skill of independent, moral thinking.
10. To continue tasks from earlier stages.