

newsletter for nurturing support groups

Issue 41
Volume 7, Number 5
February, 1987

Dear Reader,

Welcome to the 41st issue of WE, a newsletter for and about groups of people who get together for the purpose of giving each other personal support. This issue is about **LOVE AFFIRMATIONS**. You received a set of the love ovals in your September WE. Several people have asked for an issue about the love affirmations, including a double-page layout of the Educational Affirmations, so here it is. Be sure to give all of the love affirmations to yourself. You deserve them.

Jean Illsley Clarke

Jean Illsley Clarke

SUGGESTED ACTIVITY ♥ ♥ ♥ ♥ ♥

Introduction to the Love Affirmations

by Jean Illsley Clarke

When I am introducing the Love Affirmations in a workshop I introduce people to the complete set of Educational Affirmations in one of the following ways:

1. Hand out a sheet of affirmations (page 2 or Vol. 7, No. 2, page 3). Or
2. Give each person a complete set of educational affirmation ovals. Or
3. Loan each person a set of affirmation bookmarks and give each person the eight love ovals. (At the end of the workshop participants can return or purchase the bookmarks.)

To distribute the love ovals I hand out the love affirmation sets which contain seven sets of eight love affirmations. Each person snaps out his own set.

I ask people to glance at the complete set of educational affirmations and notice that the last affirmation in each set is about the unconditional love that accepts (and celebrates) the developmental tasks of that stage. If you are teaching about child development you can offer some information about each stage at this point. If you are focusing on adult development you can ask the group to identify one way each love affirmation supports adult development. If you are helping adults build self-esteem in children, you can use information from "How to Build Self-Esteem in Children" in this issue.

People often need the help of a specific activity to get started using the ovals. You can fit the activity to the workshop content. Here are some I have used:

- Pick out the one that is easiest for you to believe and read it aloud to yourself.
- Rank order the ovals according to importance to you.
- Pick two and ask your partner to read them to you.
- Pick the one you think is important for your child to believe. Tell your partner three ways you can encourage your child to believe that affirmation.

I close by reading the love affirmations aloud and asking people to accept and believe as much of each one as they are able to today, remembering that these are esteem building, health sustaining messages.

Why Separate Out the Love Affirmations?

by Carole Gesme

When I started using the educational affirmations I kept seeing a separate set of affirmations within the larger set. These were the affirmations at the end of each developmental stage. The affirmations about love. What powerful messages. Unconditional love with "no strings attached." There were no messages that said "I'll love you if you are a good girl, get good grades, etc." Just straight—I Love You.

I decided to manufacture separate sets of love affirmations so people can use them to reinforce just the lovable part of themselves.

I also use the love affirmations for information. They give me a quick review of the developmental tasks of each stage, and, since they are appropriate at any age—I give them freely. The main message is the same for all of us but each one of us can also adapt the messages to our own special needs at the time.



LOVE AFFIRMATIONS

Build Self-Esteem in Children

Self-esteem is the gift of love most of us would like to be able to give our children—the children we parent or teach or care about. We want our children to have self-confidence and to know that they are lovable. Some days we aren't sure how to do that. Some days our own self-esteem is low and we wonder how to give what we do not have. Like yesterday, when I did something that I hated when my parents did it and I vowed that I would never do it. But I did, because the old way is "bred-in-the-bone" and I fall back on it when I am unsure of myself or when I have lost sight of other options. So what are my options? How can I build my internal resources?

What is self-esteem made of?

I can remember that children build self-esteem on a two part foundation, the belief that they are *lovable* and the belief that they are *capable*. I need to instill both of these. *I can also remember that I can't parent perfectly; I only have to do it well enough for today.*

In this article we will look at increasing our *lovable* resources—how to offer *love without entanglement*. For ways to help children feel both *lovable* and *capable* by providing *structure without criticism*, see **WE**, Vol. 6, No. 5.

Love, unconditional love, should be every child's birth right. It is the gift that you and I commit to give our children when we sign on for the job of parenting. "But," you say, "I didn't get much of it myself so I don't have bone-knowledge about how to do that. It is easy for me to be conditional, to say, 'I love you when you please me.'" Don't worry! We can learn new skills at any age. Or, you say, "If I haven't been giving it, I will feel guilty or hopeless." Don't fret! Forgive yourself and start today. Human beings have an amazing ability to fill in what they did not get earlier. Or you say, "My children know that I love them," or "I tell them every week; isn't that enough?" Partly. We need to say it in lots of different ways. And, children learn more from what we do than from what we say. "OK, OK," you say, "I'm willing to say it and do it in new ways, but how?"

I love you, period

First of all, practice saying "I love you" without any double-binding "whens" or "ifs" or "untils" or "as-long-ases" or "except whens." Just plain, "I love you." Period. My mother used to say, "I love you when you are good." Then she didn't tell me how to be good! "I love you," period is the way we help our children get past some of the "I love you when . . ." double-binds that we experienced. Love is unconditional. *Love is*. All of the whens and ifs link love to approval and have caused some of us adults to doubt that straight unconditional love even exists. But it does, and as we feel it for our children, we can start to reclaim some of it for ourselves. We can practice in the shower saying "I love myself, I love myself, I love myself," until it feels comfortable. We can let all of the old "I love you when you take care of me," and "I love you if you keep the family secrets," messages run down the drain and leave us with the pure, clean love that we want to offer our kids.

"But," you ask, "Don't we ever say anything more than 'I love you'?" Yes, indeed. There are specific love messages or affirmations that we offer to let children 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 seventeen 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, to incorporate these esteem building foundation blocks.

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

Being
I love you
and I care
for you
willingly.
Birth-6 mos.

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 care giving 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 am 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.

Doing

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

6-18 mos.

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, philosophy or television, 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 electric 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 one 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 needs 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.

Thinking

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

18 mos.-3 yrs

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 focus on you and 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. Think what a great self-esteem building skill it is to be able to say "no" freely.

Identity and Power

I love
who you
are.

3-6 yrs.

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."

Structure

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

6-12 yrs.

**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 your child is busy practicing and learning skills. He learns physical, mental, social and emotional skills and spiritual values, and some of these will need to be different from ours. He takes more and more responsibility for his own self-esteem.

Sometimes he 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."

Identity,
Sexuality,

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

13-19 yrs.

**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 often 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 has been close to you and the world looks scary; so 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.

Interdependence
You are
loveable at
every age.
Adult

**Your love matures
and expands.
You are loveable
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 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.

Interdependence
Your love
matures
and expands.
Adult

You will find additional affirmations for each stage and help in caring for children and yourselves in:

Self-Esteem: A Family Affair by Jean Illsley Clarke, Harper & Row, San Francisco, 1978.

Help! For Parents of Infants Birth to 6 Months.

Help! For Parents of Children 6 to 18 Months

Help! For Parents of Children 18 Months to 3 Years

Help! For Parents of Children 3 to 6 Years

Help! For Parents of Children 6 to 12 Years

Help! For Parents of Teenagers

by Jean Illsley Clarke et al, Harper & Row, San Francisco, 1986.

This article is adapted from one that will appear in *Changes*, a magazine For and About Adult Children of Alcoholics. You can subscribe to *Changes* for one year by sending \$18.00 to the U.S. Journal, Inc., 1721 Blout Road, Suite #1, Pompano Beach, Florida 33069. Or you can get acquainted with *Changes* by writing to the above address and requesting a sample copy.

*Thanks to Marilyn Grevstad for identifying these questions.

SUGGESTED ACTIVITY

♥ You are lovable - believe it! ♥

by Carole Gesme

This activity is suitable for individual or group use. The purpose is to see if you have reservations about accepting unconditional love messages.

MATERIALS NEEDED:

1. "Ups & Downs with Feelings" game board from **WE**, Issue 37, Volume 7, July 1986.
2. Set of Love Affirmations.

DIRECTIONS:

1. Lay the game board on a flat surface.
2. Hand a set of love affirmation ovals to the starting player.

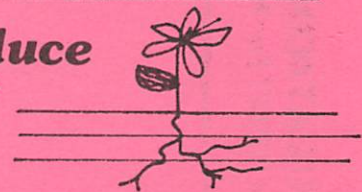
Say to each player in turn:

3. "Read each love affirmation and place each affirmation on a face that shows how your face looks when you hear that message."
4. "When you have placed all of the affirmations, review the board. Are there any messages that you don't believe? If so, place the affirmation on a face that shows how your face will look when you believe that message."
5. "Everyday for a month say that message to yourself and visualize the way you want your face to look when you hear the message."
6. Repeat for each player.

Do this exercise as many times as you wish. ENJOY.
Unconditional love is important for all of us. Believe it.

How to Introduce Ground Rules

by Vickie Holbert



Post a Ground Rules Poster.

GROUND RULES

- Everyone Participates
- Right to Pass
- All Beliefs Are Honored
- Mutual Respect
- Confidentiality

Make the following requests of the group.

- Think about a group situation that was uncomfortable for you.
- Think about what happened.
- What ground rule did you need for protection?
- Is that ground rule on the list? If so, how was the ground rule broken?
- If it's not on the list, shall we add it?
- If a ground rule is broken, what can each of us do to point that out and help ourselves and others to keep the rules?

Vickie Holbert teaches in the Chemical Dependency Department at Minneapolis Community College.

EDUCATIONAL AFFIRMATIONS

From *HELP! for Parents* by Jean Illsley Clarke, et al.
Harper & Row, 1986

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.**

These Educational Affirmations are available as complete sets in oval stickers, oval laminated discs and posters. The "love affirmations," are available as a separate package, plain or gift boxed.

To order, contact Carole Gesme, 4036 Kerry Ct., Minnetonka, MN 55345.

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.**

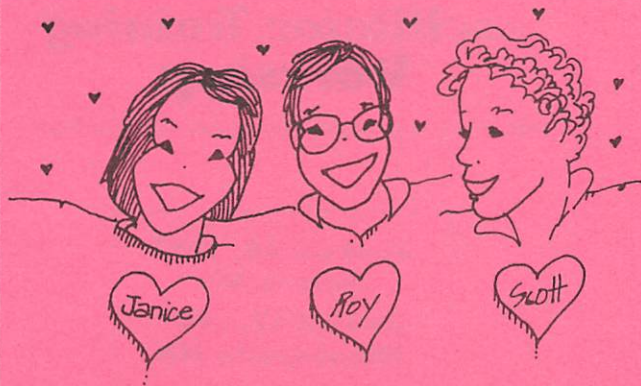
Interdependence, Stage VII, adult years

- 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.**

Permission to copy, Jean Illsley Clarke.



An Opening Activity that offers everyone a positive personal message.

Hand out heart shaped name tags. Ask people to choose a partner and make a name tag for him. Ask him to tell how he likes a friend who is in another state let him know that he is loved.

Introduce your partner and tell the group how he likes to get love messages if he is willing for you to share that information.

A Closing Activity that offers everyone a positive personal message.

- At the end of the meeting, briefly review the activities of the meeting.
- Ask several people to share what they learned during the meeting.
- Ask for Resentments. Listen to resentments, do not defend or explain.
- Ask for Appreciations.
- Ask the group to read the love affirmations aloud together, using first person pronouns.



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 you 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 and want it.
 My love matures and expands.
 I am lovable at every age.

Apologies

If you felt confused by the article How to Design and Use Your Own Affirmations in the last issue of **WE**, there is reason. The article was not by Rokelle Lerner, as stated, it was by Jean Clarke about Rokelle Lerner, her book *Daily Affirmations for Adult Children of Alcoholics* and her way of designing affirmations.

You may like knowing that Rokelle is co-chair with Janet Woititz, of the Third Annual National Convention on Children of Alcoholics, March 1-4 in Orlando, Florida at the Sheraton Twin Towers near Disney World. For further information call 1-800-851-9100 (in Florida: (305) 979-5408.)

AFFIRMATION FOR PARENTS OF BIRTH TO 6 MONTH OLDS

You don't have to be perfect, only loving.

You don't have to know what to do, just be willing to learn.

You are a loving parent and your child senses it and thrives.

These affirmations are by Ellen Peterson, 675 Old Jonas Hill Road, Lafayette, CA 94549, (not by Christine Ternand as stated in the last issue).

love affirmations

Love Affirmations:

large punch out \$4.50 (10 for \$40.00)
 small punch out \$1.50 (10 for \$10.00)

Educational Affirmations:

large punch out \$4.50 (10 for \$40.00)
 small punch out \$1.50 (10 for \$10.00)
 small book marks \$1.50 (10 for \$10.00)
 Stickers \$3.00 (10 for \$25.00)
 8 Oval Affirmation Posters (23"x35") \$20.00
 1 Oval Affirmation Poster \$3.00

(MN residents add 6% MN Sales Tax.)

Shipping Charges

Up to \$30.00: \$3.65
 \$30.00 to \$50.00: \$4.75
 \$50.00 Plus: \$5.85
 1 set affirmations: \$.50

To Order:

CAROLE GESME
 4036 Kerry Court
 Minnetonka, MN 55345
 (612) 938-9163

Facilitator Training Workshop

**June 22-26, 1987
Seattle, WA**

**July 13-17, 1987
Minneapolis, MN**

Suggested Format for Group Meetings

Place _____

Date _____

Time _____

Person in Charge _____

Program:

- Opening activity that offers everyone a positive personal message
- Ground rules
- Celebrating wins and sharing problems
- Asking for support
- Practice skills, new learnings, play
- Suggestion circle
- Plan the next meeting
- Resentments and Appreciations
- Closing activity that offers everyone a positive personal message

A week-long workshop for people who want to...

- **Facilitate the Self-Esteem: A Family Affair** parenting model, or
- Improve group leadership skills for working with growth, education, or support groups.
- Receive advanced training in the use of Transactional Analysis in educational settings.

Led by Jean Illsley Clarke.
Write to WE for details.

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Layout Design by Marnie Lilja Baehr

\$15.00 per year (6 issues)
\$20.00 in Canada

WE

16535 9th Avenue N.
Plymouth, MN 55447

- Suggested activities
- Thoughts on theory and purpose of support groups
- News from other support groups

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newsletter for nurturing support groups