



Celebrate Love

a newsletter for people who care about self-esteem
Volume 12, Number 1 - Issue 67 - January-February, 1992

Dear Reader,

Welcome to **WE**, a newsletter for and about groups of people who get together for the purpose of giving each other personal support, examining attitudes, and learning new skills.

In this issue we Celebrate Love.

- You will find three  sheets and sets of unconditional love messages to help you invent your own special ways to celebrate love, to extend love and to accept love. Special thanks to Kathi Kreatz and DeeAnn Rosen for creating these  sheets for us to play with.
- You can think about the unique meanings of the affirmations of unconditional love as you read "Celebrate Love."
- Do you want to be more loving while talking about grades? Try the question method.
- Also, find suggestions about how to put aside family or personal problems while you lead a class.




Celebrate love,

John Halsey Clarke

Celebrate Love

Love, unconditional love! It differs from like, from appreciate, from infatuation, from admiration. Unconditional love is a condition of respect for **human beings**. It is different from the appreciation we have for **humans doing something we like**.

Unconditional love may be expressed with affection, but it is basically a position of respect for the person's uniqueness, the person's need to accomplish the developmental tasks of life, and to make ordinary or extraordinary contributions.

The affirmations of unconditional love that are featured on the  sheets are messages coded to support the tasks of different developmental stages. We have assigned a color for each stage, so you may want to get out your markers or crayons. Children, at each stage, will need all of the messages, but pay special attention to helping your child get, incorporate, and believe the special affirmations designated for her age and stage. (See II   sheet.)

Grownups also need all of the affirming messages. Adults can affirm themselves. They can also receive the messages from others in many ways, including offers of help. Each message can be reinforced by the help that others extend to us. Help can encourage an adult to recycle, * to refurbish belief in self, to claim self-esteem.

Let us consider the affirmations one at a time.



The **Being** (red) affirmation says, "I love you and I care for you willingly." I'm glad you are here, deciding to live, to be, to call out for what you need. When someone cares for you willingly in a way you need to be cared for, that can support your believing or recycling the Being tasks and can help you feel glad to be alive.



The Doing or Exploration (orange) affirmation says, "I love you when you are active and when you are quiet." When someone helps you find out about something new, or about something old in a new way,

if that person doesn't push you to be perfect, to hurry up, he supports you in recycling the task of Exploration, of reaching out to find out. You become more creative. It is important to remember that when we are exploring we sometimes lose interest and don't finish what we started, so it is often better to do some exploring of a new interest before we put a lot of money into it.



The Thinking (yellow) affirmation says, "You can become separate from me and I will continue to love you." When someone challenges you to think clearly, to know your own mind, and to gather more

facts about your situation, that can help you recycle the Thinking tasks. You become a more independent problem solver.



The Power and Identity (green) affirmation says, "I love who you are." When someone encourages you to know and accept your own true self, to move beyond always putting

other people's definition of you ahead of your own, he helps you recycle the Identity and Power tasks and live more fully.



The Structure (light blue) affirmation says, "I love you even when we differ; I love growing with you." When someone shows us a different way of doing things, or offers help by challenging us to

think of options, that helps us to recycle Structure tasks and to be more competent.



The Identity, Sexuality and Separation (dark blue) affirmation says, "My love is always with you. I trust you to ask for my support." When someone offers to help you get a clearer picture of who you are at

your current age, or helps you to learn more about how to be a man or how to be a woman at this age, or how to have a better relationship with your family of origin, that can help recycle the tasks of adolescence. You become a more individuated as well as a more connected person.



The Interdependence (violet) affirmation, "You are lovable at every age," is important every day. When someone offers to help you celebrate being the age you are without implying that you need

to act older or that you are more acceptable because you look younger than you are, she helps you claim and recycle the ongoing task of balancing independence and interdependence, and you become more joyful.

by Jean Illsley Clarke

This article was adapted from the upcoming *Growing Up Again, Helping Ourselves, Helping Our Children, Washington Video Leader Guide*.

WE, Issue 41, Vol 7, No 5, has more information about each Love Affirmation. Back issues of WE are available for \$2.50 each. (MN residents add 6.5% sales tax)

*Read more about recycling in: *Becoming The Way We Are* by Pamela Levin, Directed Media, Wenatchee, Wash., 1985. *Self-Esteem: A Family Affair* by Jean Illsley Clarke, San Francisco: Harper/Collins, 1978. *Growing Up Again, Parenting Ourselves, Parenting Our Children* by Jean Illsley Clarke and Connie Dawson, San Francisco: Harper/Collins, 1989.

SUGGESTED ACTIVITY for Self

Love For Today

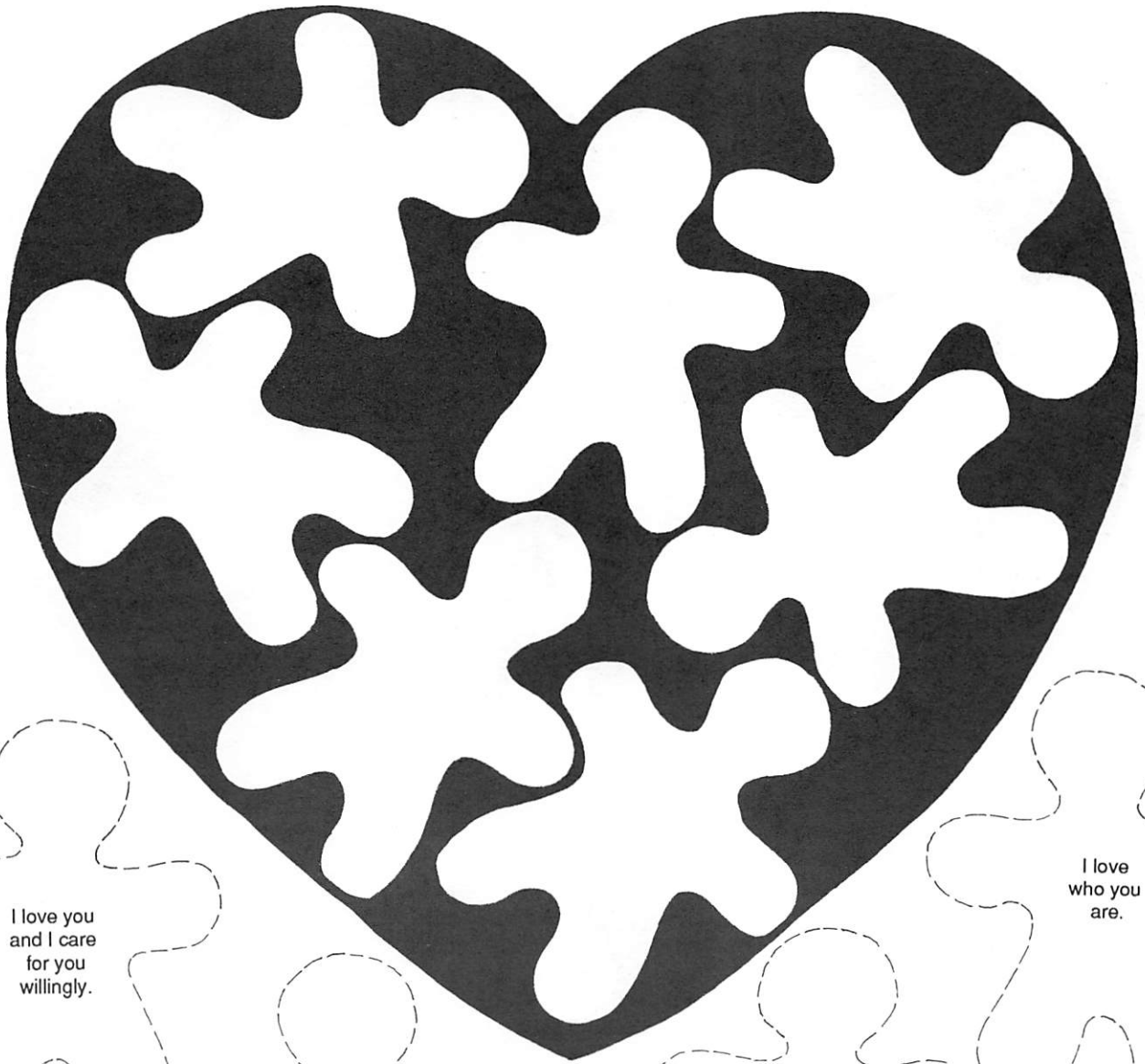
These activities remind us to express and accept love.

For yourself:

1. Post a copy of the I ♥ sheet in a place where you will see it many times during the day - on the refrigerator, in the car, in your purse, wallet or calendar. Write in, color code, cut and glue or use magnets to place on the heart the love message you choose for today. ✿

2. Each time you see the ♥, repeat the affirmation to yourself. Use the "you" pronoun if you are speaking to the child within. "You are lovable at every age." Or use the "I" pronoun if that sounds and feels right. Don't force it. "I am lovable at every age, I am lovable today."

3. Look and listen for ways others might be giving you your message today. If you get even a smidgen of it, take it in as if it was big. Savor it. Ask for it - ask someone you know will give it.



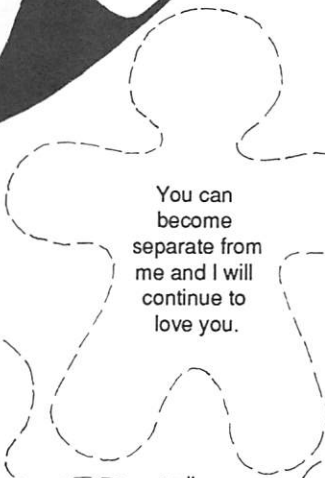
I love you
and I care
for you
willingly.

red



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

orange



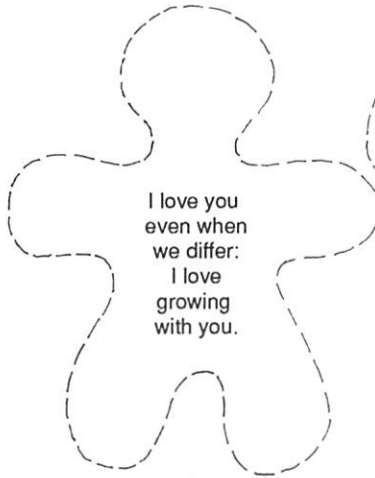
You can
become
separate from
me and I will
continue to
love you.

yellow



I love
who you
are.

green



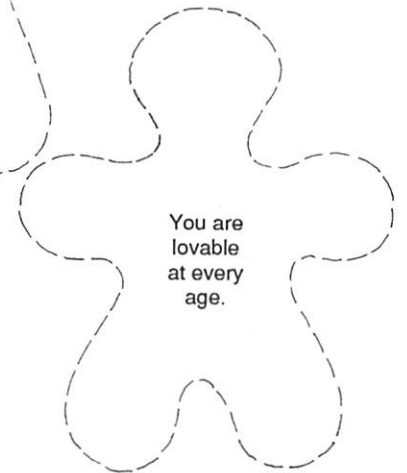
I love you
even when
we differ:
I love
growing
with you.

light blue



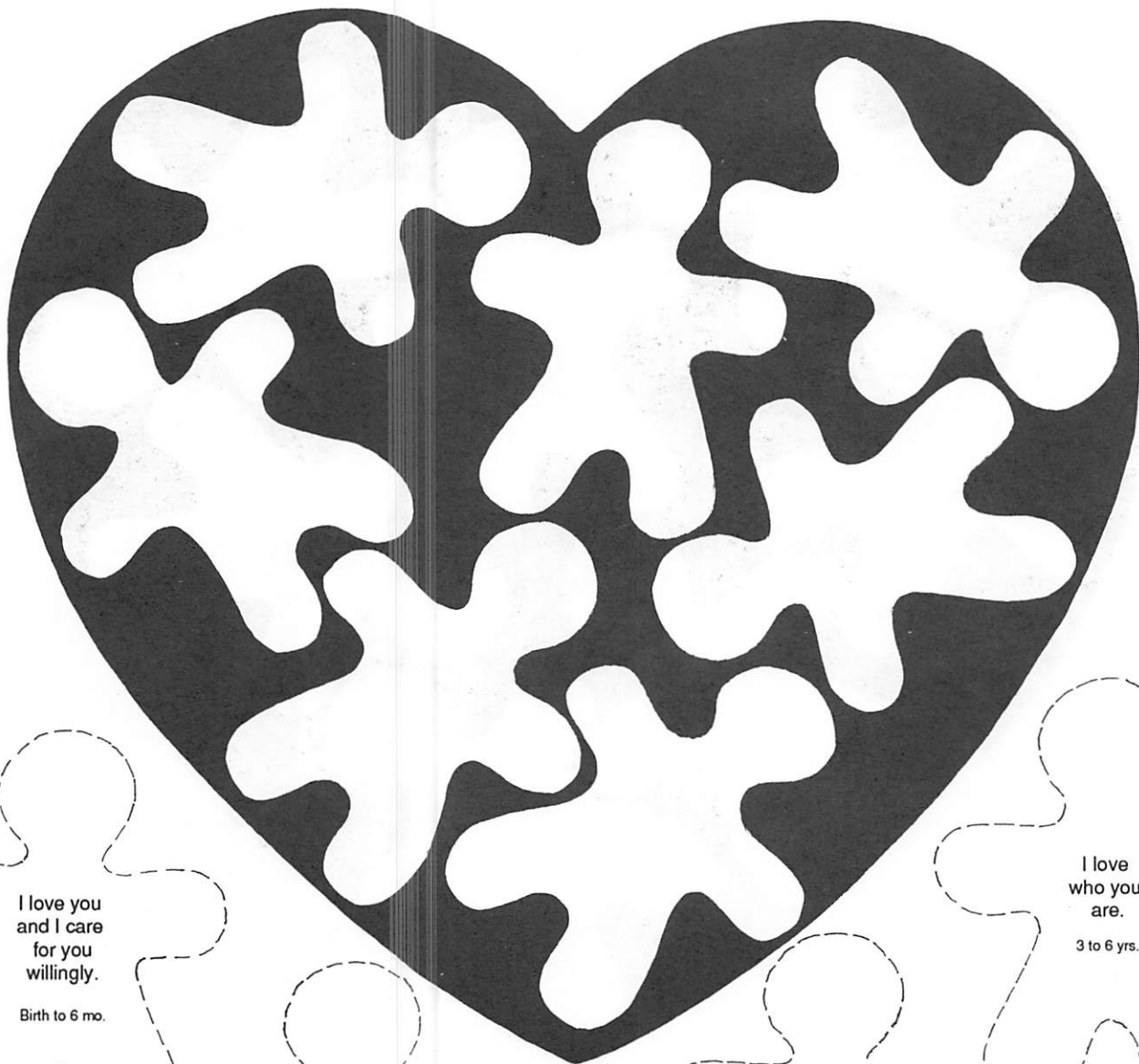
My love is
always with
you. I trust
you to ask
for my
support.

dark blue



You are
lovable
at every
age.

violet



I love you
and I care
for you
willingly.

Birth to 6 mo.

red



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

6 to 18 mo.

orange



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

6 thru 12 yrs.

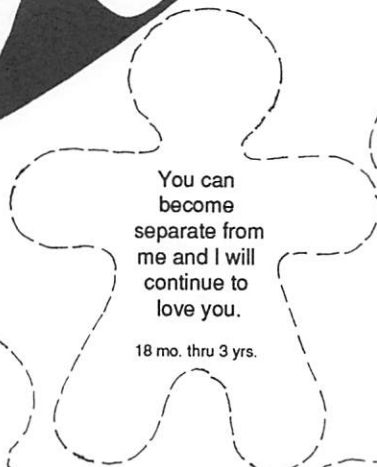
light blue



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

Teen

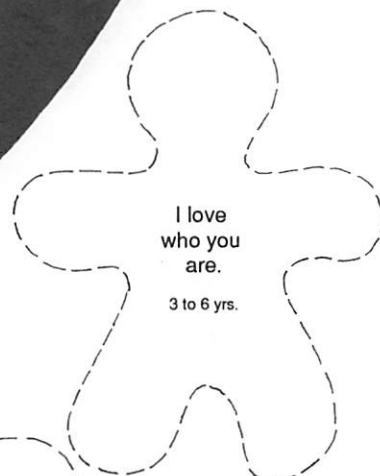
dark blue



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

18 mo. thru 3 yrs.

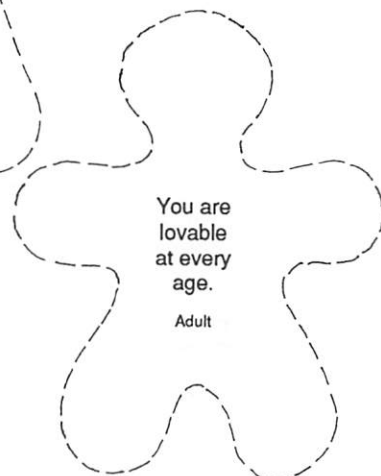
yellow



I love
who you
are.

3 to 6 yrs.

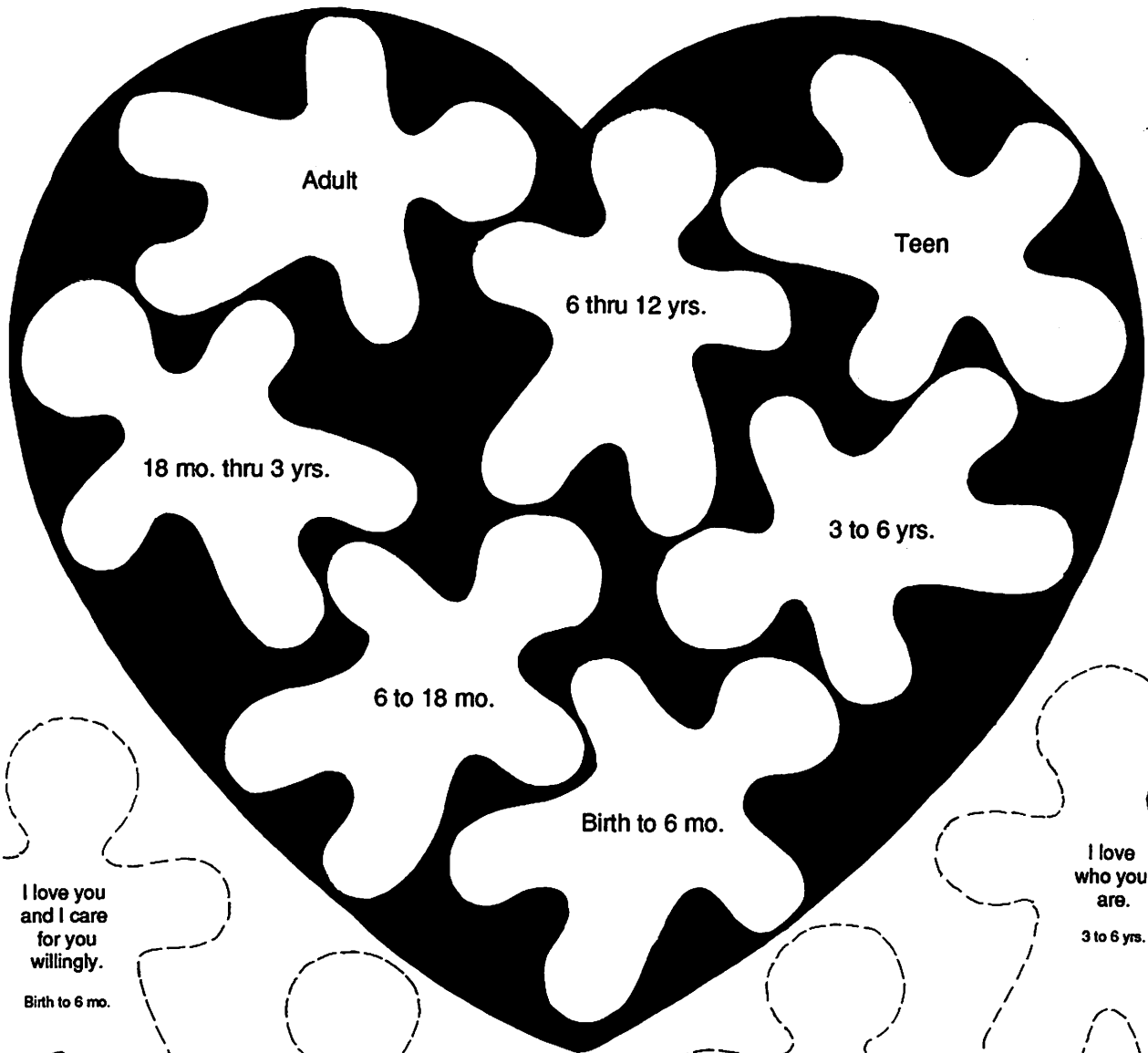
green



You are
lovable
at every
age.

Adult

violet



I love you
and I care
for you
willingly.

Birth to 6 mo.

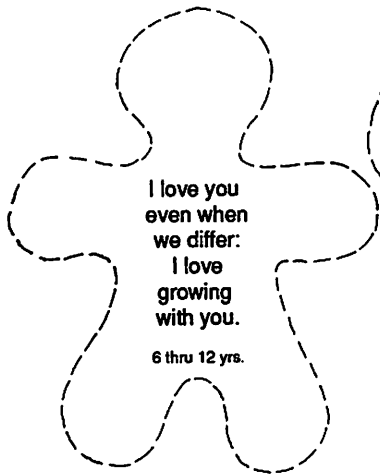
red



I love you
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6 to 18 mo.

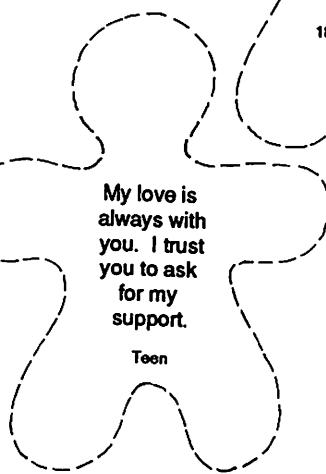
orange



I love you
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we differ:
I love
growing
with you.

6 thru 12 yrs.

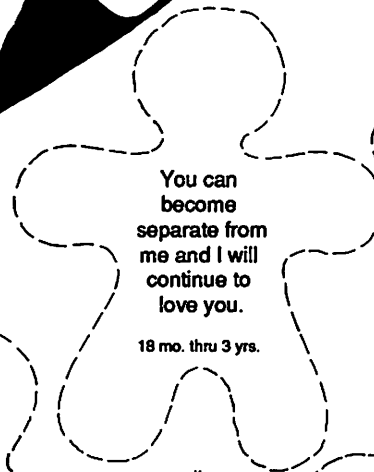
light blue



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

Teen

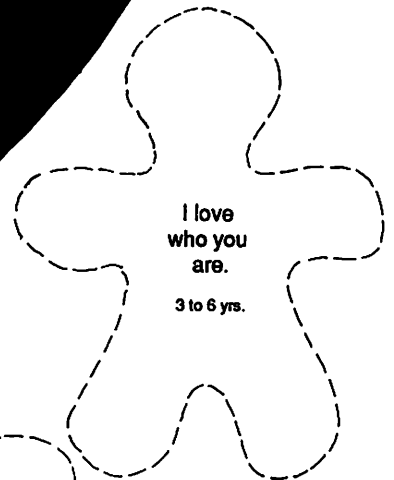
dark blue



You can
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18 mo. thru 3 yrs.

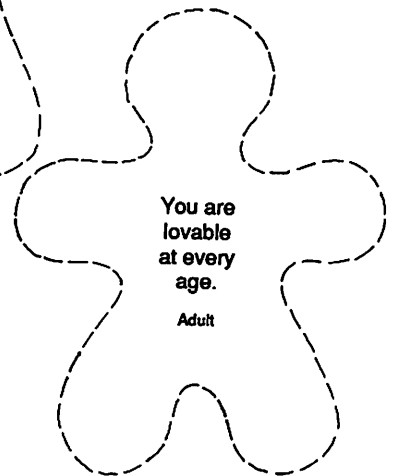
yellow



I love
who you
are.

3 to 6 yrs.

green



You are
lovable
at every
age.

Adult

violet

SUGGESTED ACTIVITY for Another Person

Love For Today

1. Choose a person to send a love message to.
2. Make a copy of II ♥ ♥ sheet. Place on the ♥ the love message you choose to give another person today. Write in, color code, cut and glue or use magnets to place on the heart the love message you choose. Post the heart where you will see it many times during the day - on the refrigerator, in the car, in your purse, wallet or calendar.
3. Each time you see the heart or think of it, send the message to your person. Say it directly, put it in other words, give appropriate touch, give a little gift, spend some time, do something for your person. Be direct and indirect. Be creative. Make a game of it. Have fun.

For individuals or groups:

The Love You Get and the Love You Need

The purpose of this activity is to identify the developmental task or stage that is important for you to attend to at this time.

1. On III ♥ ♥ ♥ sheet, color each love message. The colors used in the developmental affirmations are suggested.
2. Look at the messages carefully. Color a figure in the heart to match the color of each message you feel sure of. Leave blank or partly color the figures you have chosen to represent the messages that you don't believe or that you believe partly. Or you may prefer to copy the page, cut out the figures with the messages, and glue or tape them to the heart.
3. Look at the ages on the figures you left blank or partly covered on the ♥. Use this information as a clue to the tasks you may be recycling. It could reflect an early age when you didn't get enough needs met. See *Growing Up Again* by Clarke and Dawson or *WE*, Issue 57, Vol. 9, No. 3, for suggested activities to support recycling. If your need is great, consult with your counselor or a therapist on ways to get your early needs met.

4. Find someone who will give you the messages you don't feel sure of. Consider how you want this assurance. You may prefer some time, a gift, words written or spoken, some act of service, loving touch, a ritual, sharing tears, laughter, play, or delight. Choose someone who knows how to give. Don't go to someone you already know doesn't give to you or sends hurtful messages your way.

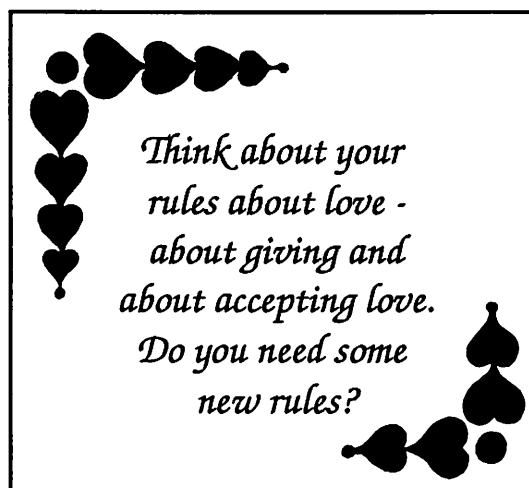
For groups:

Finding ways to use the ♥ sheets.

Provide multiple copies of the ♥ sheets, scissors, glue, sticky tape, crayons and felt pens.

1. Give each person in the group three copies of each ♥ sheet and make more available.
2. Let people choose to work alone or in small groups. Encourage them to talk and share ideas.
3. Ask each person to invent one way to use a sheet for himself, one way to use a sheet for a child or other relative, and one way to use a sheet for a friend.
4. When people have finished, or have used the time you have for this activity, call the group together and ask each person to share one way to use the hearts. Remind people to pass if they prefer not to talk about their ideas.

Send ♥ ideas to **WE** with people's names, addresses and permission to share their ideas. We could have a whole issue of new ways to Celebrate Love!



Your Report Card - With Love

When parents and teachers want their children to achieve in school they try to think of ways to get children to get better grades. Some parents offer rewards, some bribe, some scold, some punish, some structure time for study. Some do all of the above. Some parents make an effort to let their child know that they are on his team, that they support his interests and his learning in his own way. This means offering unconditional love. One parent who asks (not talks) about report cards does it this way.

Start with the highest grade.

"I see you got an A in history. How did you do that?"

"History is easy! And I did an extra credit project."

"Great. I'm glad you have a subject that is easy."

Pause to savor success.

"I see you got a B+ in Language Arts. How did you do that?"

"I turned in all of my papers on time."

"Good work. I'm glad you are learning the importance of getting your assignments in."

Pause to savor success.

"I see you got a C in math. How did you do that?"

"I like math but I missed on a couple of tests because I hadn't studied enough."

"I'm glad you like math. Do you have any plans about keeping up on it?"

"Yes."

Pause to savor success.

"I see you got a D in Science. How did you do that?"

"Science is hard for me. I study it more than any other subject and I still don't get it. Some days I want to skip it."

"Congratulations on sticking with it. Do you need some help from me, or do you need a tutor? I'm willing to help you get what you need."

"No, I'll try it for another quarter by myself."

"All right. I trust you. If you change your mind, let me know. We'll check at midquarter to see how you are doing."

Pause to savor success.

"Thanks for talking with me about your reports. I'm glad you are my kid!"

If you want to try this method of being on your child's team, practice in front of the mirror until you can say, "I see you got an A - how did you do that?" and "I see you got an F - how did you do that?" in **exactly** the same supportive tone of voice and with the same accepting, loving facial expression. Exactly the same. *Jean Illsley Clarke*

Suggestion Circle



Leadership Skills

Suggestions of ways to clear your head of personal or family problems before leading a class or a group.

- Schedule time every time before you teach, whether you are in distress or not, time to be used for diffusing and then focusing.
- Before class, take 5 to 10 minutes in your car or someplace to be alone and meditate.
- Talk to someone you trust and share the problem with that person before you go to class.
- Listen to music you like and sing along before you leave for class or on the way to class.
- Laugh for five minutes. Five whole minutes.
- Do some stretching or yoga exercises before you lead a group.
- Play music you like while you set up the classroom before class.
- Before class say your special affirmations about being fully at class. Contract with the child inside you that you will do something about the problem after class or the next morning. Follow through on your promise.

Thanks to the Twin Cities Self-Esteem Facilitators Center.

You can order sets of the **Love Affirmations** in punch-out ovals or complete sets of 54 oval Developmental Affirmations.

Write to: **Carole Geame**
4036 Kerry Ct.
Minnetonka, MN 55345
612-938-9163

Identity and Power

**I love
who you
are.**

3 - 6 yrs.

Opening Activity

to focus on love

Hand out name tags.

Choose a partner. Make a name tag for him. Ask him to help you list all the meanings of the word love that the two of you can think of. Introduce your partner and tell the group how many meanings you thought of.

Closing Activity

At the end of the meeting, briefly review the activities of the meeting.

- Ask several people to share the name of their favorite love songs. Sing one if you want to.
- Ask for Resentments. Listen to resentments, do not defend or explain.
- Ask for Appreciations.

LOVE

Edited by Jean Illsley Clarke
Designed by Kreatz Art/Advertising
WE

16535 9th Avenue North
Minneapolis, MN 55447

- Ideas and activities or materials to use individually or in support groups.

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newsletter for people who care about self-esteem

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TRAINING OPPORTUNITIES

Facilitator Training

A week-long workshop for people who want to:

- Facilitate the Self-Esteem: A Family Affair and Growing Up Again parenting models.
- Improve group leadership skills for working with growth, education, or support groups.
- Receive advanced training in the use of Transactional Analysis in educational settings.
- Practice ways of inviting people to change.

June 22-26, 1992, Seattle, WA

September 21-25, 1992, Minneapolis, MN

Reminder: Facilitators who have taken the workshop anywhere may repeat it in Minneapolis for half price.

Growing Up Again

A three day workshop for people who have taken the Self-Esteem Facilitator Training.

September 28, 29, 30, 1992, Minneapolis, MN

Transactional Analysis 101

A Friday evening and all day Saturday overview of TA theory and practice.

March 13, 14, 1992, Minneapolis, MN

September 18, 19, 1992, Minneapolis, MN

Transactional Analysis Training

The first two of ten workshops on the psychological system of Transactional Analysis for beginners, for professionals, and for those who want to become certified Transactional Analysts.

April 10, 11, 12 - Strokes

May 8, 9, 10 - Script

Write to WE for details on the workshops.

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