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Workshops on Self-Esteem, Stress, Peace, and the Dynamics of Bullies and Victims
dvd's of selected workshops available at www.FixedEarthFilms.com

Building Peace w/Children, Family, & Colleagues at Home, School, & Work
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Childhood Stress- "Intrusions into the Magic Kingdom"
dvd this workshop available at www.FixedEarthFilms.com

Dealing with Holiday Stress: "This is for Fun?"

"Me and You, Kid" Building Self-Esteem in the Adult-Child System w/ the "90 Second Child Self-Esteem Prescription Plan"
dvd this workshop available at www.FixedEarthFilms.com

Resilience in Times of Change, Guiding Principles, Kindness, Service, Joy, & Passion

"Survival & Growth During Change for Children & Families" With Seven Steps to Fostering Healthy Transitions

Victims, Abusers/Bullies, & Survivors: the Dynamics of Self-Esteem in Aggression and/or Violence
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Building Peace w/Children, Family, & Colleagues at Home, School, & Work

OVERVIEW: This workshop makes the connections between individual self-esteem in children and their involvement in the peace process. Peace is examined from the perspective of consistency among all relationships from ones relationship with children (or with parents), with peers, friends, colleagues, the community and the world. The role of social and communication skills and conflict resolution skills in peace processes. The developmental processes of the victim, abuser/bully, and survivor are discussed with reference to parenting styles, both positive and problematic. Lessons from successful adolescent interactions are incorporated into the peace building model. Methods are presented to build self-esteem in children and to protect them from becoming abusers/bullies and/or victims <u>and</u> to promote the development of peacemakers.

1) CONSISTENCY AND THE PEACE PROCESS
   Peace despite frustration and anger in the discipline process with children.
   Peace as a couple; Peace as a family; Peace at work; Peace in the community; Peace in the world community.

2) PEACE AS MORE THAN THE ABSENCE OF VIOLENCE
   Boundaries in the Process of Peace
   Harmony versus Peace
   Unity, Connection, Trust, and Intimacy in Peace

3) CONFLICT RESOLUTION AND THE PEACE PROCESS

4) ABUSERS & BULLIES & PERPRETATORS; VICTIMS; AND SURVIVORS
   Violence between Individuals and Patterns of Behavior

5) FOUNDATIONS OF PEACE BETWEEN INDIVIDUALS
   - A model derived from Adolescent Work; **R.I.P.S.,** a communication model

6) THE IDEAL SELF VERSUS THE REAL SELF
   Invoking and Evoking – Challenging and Raising Internalized Standards of Behavior

7) PRINCIPLES OF PEACE FROM SELF-ESTEEM THEORY AND PRACTICE
   Significance,
   Moral Virtue,
   Power & Control,
   and Competence

8) ADULT FOUNDATIONS TO SELF-ESTEEM AND PEACE- 7 KEYS

9) GUIDELINES TO BUILDING SELF-LOVING PEACEMAKERS

10) PEACE AND THE ACTIVIST- LESSONS FROM THE ANTI-BIAS CURRICULUM

11) CARING, CONSISTENCY, COURAGE, AND CRISIS

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Childhood Stress
"Intrusions into the Magic Kingdom"

FORMAT:
Lecture and Discussion- Participants are encouraged to make the workshop more relevant to their concerns by asking questions.

DESCRIPTION:
Focus is on helping adults understand how stress is appropriate _and_ essential to healthy development. What makes stress potentially harmful. How becoming stress "free" aborts opportunities for growth. The relationship between stress and self-esteem is explored. Developmental theory is used to illustrate the different stress issues at different ages. These concepts are made real, understandable, _and_ applicable to the dynamics between adults and children through the use of examples. Implications for effective adult interactions with children are discussed.

SUMMARY OF CONTENT:

I. Stress- Concerns, Fears, & Effects
  SELF-ESTEEM and Stress
  The FLIGHT OR FIGHT PRINCIPLE
  Maturity & Immaturity- Successful Stress & Stress Avoidance

II. The Development of a Child's World

III. Diagnostic Areas for Stress Evaluation and Treatment- The Diagnostic Hierarchy
  Dangers from Misdiagnosis

 A. Developmental Issues:
  1) Piaget Cognitive Development
  2) Erickson's Ages of Man
 B. Situational Issues
 C. Physical Issues
 D. Emotional Disruptive Issues
 E. Temperamental Issues
 F. Systemic Issues: Family, School, Societal/Cultural
 G. Pathological Issues
 H. Moral Issues

IV. The Stress Process: Stress Builders and Stress Releasers

V. MODELING HEALTHY STRESS

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Dealing with Holiday Stress: "This is for Fun?"

FORMAT:
Lecture and Discussion- Participants are encouraged to make the workshop more relevant to their concerns by asking questions.

DESCRIPTION:
The holidays which are supposed to be a time of celebration and of communing with family and friends can often become extremely stressful. This training looks at how emotional and psychological symbolisms can waylay the intent and purpose of the communal joy of a holiday. Participants will be guided to separate the healthy symbolism vs. unhealthy symbolism in holidays so they may be able to enjoy a special day with their special people.

Celebration, Reunions, Gatherings, Shopping, Outings, Food,.....More and More

A Magical Time...A Stressful Time

That Hot Toy...and the Pressure is On!

Reality & A Loss of Innocence

Stress: Good Parenting & Disappointment

Old Stress Creating New Stress

The Challenge & the Opportunity of Holiday Stress

Holiday Stress Builders

Holiday Stress Releasers

A Holiday Gift List...For Yourself

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"Me and You, Kid"
Building Self-Esteem in the Adult-Child System
w/ "The 90 Second Child Self-Esteem Prescription Plan"

FORMAT:
Lecture and Discussion- Participants are encouraged to make the workshop more relevant to their concerns by asking questions.

DESCRIPTION:
The presentation uses the building of a house as a metaphor for teaching how the adults' forming of their own self-esteem and psychological health are the foundation to building the self-esteem of children. Seven fundamentals to creating the foundation in the adult-child system to build self-esteem. Seven guidelines to building self-esteem in the child. This theoretical knowledge is presented with practical techniques.

SUMMARY OF CONTENT:
1) The role that Self-Esteem plays in our lives and society.
　　Abusers, Victims, & Survivors- The Differential Outcomes of Ineffective to Effective Self-Esteem Building.

2) Where Self-Esteem begins and Where and How it begins to be lost.
　　The self-concept, behavior, environment and feedback endless loop.

3) Acceptance, Power & Control, Moral Virtue, and Competence- The four cornerstones of Self-esteem.

4) THE FOUNDATION: Seven fundamentals to building Self-Esteem in the Adult-Child System.
　　Building the foundation as the hardest part of the process, but also as the most fundamental and vital part.
　　The sequence of building. The logic of the process as it relates to personal growth and psycho-developmental dynamics.

5) THE BUILDING: Seven guidelines to Building Self-Esteem in Children.
　　How Adults usually start the process without the foundation. The consequences of starting the process without the foundation.
　　The importance of handing over the task of building to the child.

6) The Trap & the Message of being the Perfect Parent or Perfect Teacher.

7) The 90 Second Child Self-Esteem Prescription Plan

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Resilience in Times of Change, Guiding Principles
Kindness, Service, Joy, & Passion

FORMAT:
Lecture and Discussion- Participants are encouraged to make the workshop more relevant to their concerns by asking questions.

DESCRIPTION:
Some people show incredible resiliency, while others seem to be overwhelmed, defeated, and self-destructive from having horrific childhood and other life experiences. This training looks at characteristics of resiliency and how basic caregiving and interactions empower children and individuals to be more successful in school, vocationally, relationships, and life.

3 Characteristics of Resilient Children and People

Why do you pick up a baby who is crying?

Does he/she "get" you?

The Emotional Request

Different Stories for Resilient and Non-Resilient People

Principles for becoming strong, or to build a strong successful child

Stress One must experience stress, since stress is what builds strength. Avoiding stress, avoids opportunities to grow.
Frustrate One must experience frustration to learn how to survive it and deal with it successfully, since it accompanies life experiences, stresses, and challenges. Avoiding frustration results in avoiding the stress that builds.
Fail One must experience and become comfortable of failure, since failure is a natural consequence of trying anything or learning anything. Fear of failure results in one of two consequences: one will become socio-pathic and willing to win at all costs, no matter how harmful it is to oneself, others or the community; or, to guarantee no failure, one will not try.
Suffer While experiencing stress, frustration, and failure, one must also suffer in order to experience that one can suffer without being destroyed or overwhelmed; to discover ones resiliency. If one feels that one cannot tolerate any suffering, then one will do extreme compulsive behaviors in order to avoid suffering.

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Sensitivity A person can endure stress, frustration, failure, and suffering, if his/her caring authoritative individuals has the sensitivity to understand his/her abilities, limitations, and capacities.
Support With that sensitivity, then such caring authoritative individuals can offer the appropriate support that one needs to benefit from stress, frustration, failure, and suffering.

Strength From the experiences with sensitive support, one will develop strength, and
Skills From the experiences with sensitive support, one will develop skills.

Survive From the experiences, strength, and skills, one will develop a confidence that despite the difficulties and challenges of the world, they will survive.
Flourish Once one is confident that he/she can survive, then he/she can risk and have the opportunity to flourish in the world.

**All individuals must go through Stress, Frustration, Failure, & Suffering to grow powerful. To build powerful successful children, parents must stress, frustrate, let their children fail, and make sure they suffer! W/ sensitivity, they can support their children through this to develop strength & skills that will ensure survival and offer the possibility of flourishing.

Not Magnificent… Just Consistent

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"Survival & Growth During Change for Children & Families"
With Seven Steps to Fostering Healthy Transitions

OVERVIEW: This workshop makes the connections between individual self-esteem in children and their involvement in the peace process. Peace is examined from the perspective of consistency among all relationships from ones relationship with children (or with parents), with peers, friends, colleagues, the community and the world. The role of social and communication skills and conflict resolution skills in peace processes. The developmental processes of the victim, abuser/bully, and survivor are discussed with reference to parenting styles, both positive and problematic. Lessons from successful adolescent interactions are incorporated into the peace building model. Methods are presented to build self-esteem in children and to protect them from becoming abusers/bullies and/or victims and to promote the development of peacemakers.

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Victims, Abusers/Bullies, & Survivors: the Dynamics of Self-Esteem in Aggression and/or Violence

OVERVIEW: This workshop makes the connections between aggression, violence, and self-esteem as they develop in children. The developmental processes of the victim, abuser/bully, and survivor are discussed with reference to parenting styles, both positive and problematic. Methods are presented to build self-esteem in children and to protect them from becoming abusers/bullies and/or victims. The 90 Second-A-Day Child Self-Esteem Prescription Plan brings together these principles in simple but powerful interactions between adults and children.

1) WHAT'S IMPORTANT ABOUT SELF-ESTEEM?
      Abusers, Victims, Watchers (peer bullies), Survivors, and Activists

2) VIOLENCE as BULLYING
      Repetition, Aggression, Negative Intent, and Power Difference
      Behavior, Verbalization To, and Verbalization About
      RELATIONAL AGGRESSION (gender differences)

3) WHAT IS SELF-ESTEEM MADE UP OF?
      ACCEPTANCE, POWER & CONTROL, MORAL VIRTUE, & COMPETENCE

4) ABUSERS & BULLIES in terms of VIOLENCE/AGGRESSION
 and the Search for Acceptance, Power & Control, Moral Virtue, & Competence
      Problems; Causes, Characteristics
      THE COERCION PARENTING MODEL
      NONCONTINGENT PARENTING
      RELATIONAL AGGRESSION
      THE REACTIVE BULLY- Both Bully & Victim

5) VICTIMS in terms of VIOLENCE/AGGRESSION
 and the Search for Acceptance, Power & Control, Moral Virtue, & Competence
      ANXIOUS VULNERABILITY
      NON-CONFLICT SUBMISSIVENESS

6) SURVIVORS in terms of VIOLENCE/AGGRESSION
 and the Search for Acceptance, Power & Control, Moral Virtue, & Competence
      VERBAL FLUENCY

7) WHERE & HOW IS SELF-ESTEEM (victims and bullies) CREATED?

8) HOW TO BUILD SELF-ESTEEM

AS AN ALTERNATIVE TO VIOLENCE (BULLY/ABUSER)
AS PREVENTION OF VICTIMIZATION
                      TO CREATE SURVIVORS