The Art of Talking with Children

*The Simple Keys to Nurturing Kindness,
Creativity, and Confidence in Kids*

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HarperOne

To Philippe, Sophie, and Paul

Why Conversation Matters

Quality Conversation: The Double Promise

Promise #1: You and your child relate better

In the moment, your child:

Feels heard and understood

Uses his language skills to talk more

Expresses himself more fully

Lets you respond in a way that meets his needs

He acts out or "acts in" less

Your connection grows

You feel more effective as a parent
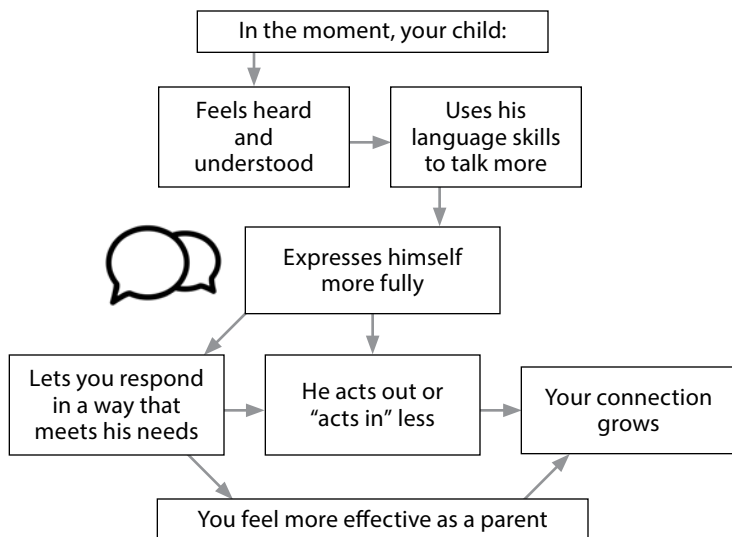
Promise #2: Your child builds skills he needs to thrive

Long-term, your child:

Learns how to learn

Grows to care and understand others

Gains confidence and self-reliance

Builds relationship skills

Masters the art of creative play

Becomes open to those who are different

Celebrates each person's temperament

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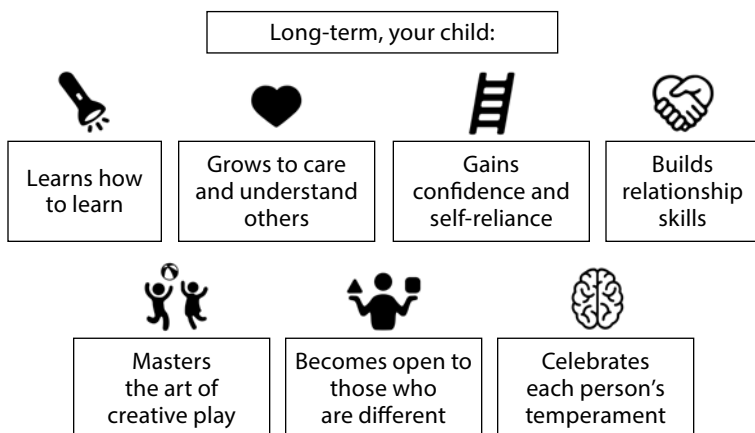
Conversations for Temperament: Bringing Out Your Child's Best

To Give Kids a Discussion Starter:
Use the Temperament Profile

Try this temperament profile as a jumping-off point. This profile raises kids' self-awareness about their traits, while highlighting that we're all on a spectrum.

- Ask your child to put an *x* on each line where he thinks he fits, then fill in the blanks: for example, "When am I more playful?" Specify: at school or on the playground? If the listed descriptions don't fit, try out others. And if reading and writing don't come easily, you can do this as a discussion just as well.

- Using that profile as a springboard, ask *exploratory* questions, such as:
  - Which qualities do you like most and least about yourself?
  - Which situations seem to bring out your best? Your worst?
  - Which situations feel easiest and hardest for you to manage?
  - Which qualities do you most admire in others?
  - Which qualities would you most like to develop?

- Fill out the chart yourself, then compare with your child and the rest of your family. Discuss the similarities and differences. Return to your charts over time. Which qualities have persisted? Which have changed?

The Temperament Profile

Where Do I Usually Fit?

Try placing yourself somewhere on each line.

1. *Playful _____ Serious*

2. *Risk-taking _____ Cautious*

3. *Excitable _____ Somber*

4. *Confident _____ Uncertain*

5. *Interested in novelty _____ Seeking consistency*

6. *Dominating conversations _____ Hanging back*

7. *Empathetic _____ Self-focused*

8. *Carefree _____ Worried*

9. *Agreeable _____ Argumentative*

10. *Impulsive _____ Reflective*

11. *Imaginative _____ Literal-minded or Down to earth*

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When you master these strategies, you let kids know you respect their temperaments, but *also* their abilities to adapt and shift. You validate their temperaments without locking them down. Rather than asking them to conform to an imagined average, this talk leaves space for nuance and complexity. Instead of fearing or fleeing their own tendencies, kids can honor them, sticking to their guns or honing their reactions when they need to. Over time, they can learn to respond to society's demands and thrive within them without losing sight of themselves.

Appendix

Talk by Ages and Stages: Tailored Tips

The principles in this book apply to all ages, but many parents find it helpful to hear how they might look in action, based on age and stage. Think of these tips as general guides. Use the prompts as inspiration. Tailor and tweak them as you see fit.

Chapter 2: Conversations for Learning

Try these conversation starters:

<u>Early Childhood Through Preschool</u>

For a child just starting to talk:

- Help her make predictions. Roll a ball toward a table edge. Ask:
    - Can you point to where you think it'll land?
    - Can you try making it go slower? Faster?

- Notice when your child seems surprised and what the surprise is about. Ask:
    - Can you point to what seems funny [or silly, or strange]?

- Pay attention to what she's drawn to in her environment: say, a cloud or a ray of sunlight. Point out what seems special or unusual to you about it. Ask:
  – Can you show me the part you like best?

- With a drawing she's made, ask:
  – Can you show me which part took the longest? Which was the most fun to make? Which part are you the proudest of?
  – Which of these materials would you like to use next?
  – Let's see if you can make a bigger version [or tinier version, or one in chalk instead of paint]. Afterward, ask: Which one is your favorite? Can you tell me why?

Once your child is speaking in longer phrases or sentences:

- Discuss what she predicts will happen, versus what you think. Ask:
  – Does it look like it'll be warm outside? Why or why not?
  – What signs do you see? When have you seen those signs before?

- Make connections about how one thing causes another. Ask:
  – How did reaching for the ball make you tip out of your chair?
  – How did the birthday cake make you feel extra hyper?

Starting in Elementary School

Ask about information she's missing and how she could find it. Starting with her ideas, try:

- Do you know if we could (build a stage out of wood, start our own pretend café)? Who might be able to help us? What steps would help make those goals a reality?

Encourage "citizen scientists," who answer questions from their communities. Ask:

- How many salmon are spawning in that river? What tools would we need to find out?

Support her to think critically about news stories. Ask:

- How can you tell if that story is "true"? What source does it come from? Is the writer giving an opinion or sticking to the facts? How do you know?

<u>Starting in Middle and High School</u>

Ask her to consider different versions of what she reads or hears. Try:

- Which of those news stories seems most logical? Why? What holes in the logic do you see?

Help her see how her thinking and learning can still surprise her. Try:

- What about that book ending did you not expect? How would you have written it? What do you wish would have happened?

Support her to make connections between different opinions or arguments. Try:

- How do you and your friend feel similarly about animals, even if you disagree about keeping dogs on leashes?

- Do you agree with part of my argument, even if you mostly disagree? If so, why?

- How did hearing your friend's opinion change your thinking, if at all? How did your thinking stay the same?

Try this today:
Have a "mistake" conversation. Ask and answer:

1. What mistake or slip-up did you make today?

2. How did you try to fix it, and how well did that work?

3. What strategy might you test the next time?

Chapter 3: Conversations for Empathy

Try these conversation starters:

<u>Early Childhood and PreK</u>

Start with what children hear or see. Try:

- When you see another child, ask: What is his face or body telling you?

- What does it feel like when you do that with your body (clench fists, or jump up high)?

- Try saying what your friend said, like he said it. How do you feel?

Discuss how everyone wants help differently. Say a friend seems upset. Ask:

- Do you think your friend wants a hug, or quiet time? How would you know?

- What would you want if that happened to you? Do you think he wants the same?

<u>Elementary School Kids</u>

Focus on understanding others in nuanced ways. Ask:

- How might your friend feel if he misses summer camp but gets to see his grandparents?

Ask about moral or ethical dilemmas based on topics they bring up. Try:

- Say a child is sick but doesn't want to go to the doctor. What should his parents do?

Support them to think from different perspectives. Ask:

- Who would get hurt or helped if your school stopped selling lunches?
- What do you think about having birds kept as pets in cages? Who would be helped or hurt if it became illegal to do so?

Middle and High School Kids

Explore more complex feelings, dilemmas, and perspectives that don't fit the mold. Ask:

- What if you saw your best friend being bullied by other friends of yours?
- What if your friend found out that his father had committed a crime?

Help kids consider issues from multiple competing perspectives. Ask:

- How might climate change affect you in the United States, versus your cousin in Brazil?
- Why might a company decide to stop selling video games to kids under eighteen? How would that affect kids versus parents, versus the video game company?

Try this today:
Have an "empathy-building" conversation. Ask and answer:

1. What do you wish other people "got" about you?

2. When you feel angry/sad/disappointed, what most helps you feel better?

3. How can you help your friend or relative the next time she feels down?

Chapter 4: Conversations for Confidence and Independence

Try these conversation starters:

Early Childhood and PreK

Start with what your child is drawn to or already engaged in. Say he's trying to put a tablecloth on a table. Ask:

- What should we try next? Could we bring the table lower or higher?

- You've gotten the tablecloth halfway over the table. What do you need to finish?

- That table looks too high for you. What safe ways can we find to raise you up?

Encourage celebration of small successes:

- What part of that project were you proudest of?

- How did it feel to do so many drawings?

Emphasize persisting through failure. Ask:

- What if your first plan doesn't work? What else could you try?

- How do you know if something is too hard, versus a goal you could meet with practice?

- What about meeting that goal makes you most excited?

Explore what kids are feeling about their own progress:

- Which part of that project did you most enjoy? What haven't you worked out yet?

- How will you know you're finished? How do you expect the end result to look?

Middle and High School Kids

Encourage reflection on persistent challenges:

- Why do you think that skill/task keeps posing a problem? How could you help yourself succeed?

- If your friend was having that problem, what would you tell him to do?

Support them to see the long-term utility:

- How will achieving that goal help you next month? Next year?

- Why does finishing that project/task matter to you?

- If you gain skills in that area, how might you be able to help someone else?

Try this today:

Have a "confidence-boosting" conversation. Ask and answer:

1. What's a goal you think you could reach by the end of this week, month, or year?

2. How would you know you were getting there? Identify in-between steps.

3. When you reach your goal, how would you like to celebrate?

Chapter 5: Conversations for Building Relationships

Try these conversation starters:

<u>Early Childhood and PreK</u>

Focus on concrete qualities of good friends. Ask:

- I see your friend looks disappointed. How could you help her feel better?

- That argument sounded hard. How can you make up?

- Your sister still looks angry. How could you show her you're really sorry?

Encourage kids to stretch their social skills:

- I see you feel nervous to talk to her. How else could you say hello?

- How can you help your new friend feel included? To help, think about what you would like a friend to do.

Emphasize thinking through social dilemmas. Use questions such as:

- What if a friend tells you a secret and asks you not to tell, but then your best friend wants to know?

- What if a new student joins your class, and your friends start being mean to him?

- How can you tell your friend you want time alone without hurting his feelings?

Explore how kids feel about their friendships:

- Do you think you have enough friends? Close enough friends? Why or why not?

- If you could have the perfect friendship, what would it look like?

Middle and High School Kids

Encourage discussion of more complex dilemmas:

- What if your friend starts dating a boy you can't stand?

- What if your best friend says her brother started doing drugs, but not to tell anyone?

Support them to evaluate their own friendships and friendship skills:

- Why are you so close to that friend? What do you most appreciate about her?

- What could make you stop being friends with someone? Why?

- How would you know if a friendship wasn't good for you?

Try this today:
Have a "relationship-building" conversation. Ask and answer:

1. What are your best qualities as a friend? Where could you improve?

2. What do you appreciate most about your best or closest friends?

3. How do you want people to see you? What do you want them to remember?

Chapter 6: Conversations for—and Through—Play

Try these conversation starters:

Early Childhood and PreK

Start with his or her play. Say he's playing with a rubber band.

- How might we knot it so there's no flat part left?

- What might happen if you knotted it many times?

- How might we turn it into a bird or dinosaur? What else could it become?

Explore using natural materials:

- How many ways can you use that stick?

- How could we build a boat in the sand, using only our hands?

- What's the coolest thing you could build out of dirt and rocks?

Start with what he or she is learning in school or is curious about. Try:

- How might a bucket become a rocket ship?

- How might a ball bounce on the moon, or on a distant planet?

- How might we design a better crate for eggs?

Explore the limits of materials and situations:

- How might we design a suitcase that pushes itself?

- How might we make a tasty breakfast that won't spoil after a week?

Middle and High School Kids

Explore hypotheticals, or situations that aren't real:

- How might you build a house differently if you had no electricity?

- How might you design a car that works using voice commands?

Investigate futuristic or historical ideas:

- How might basketball look if played in virtual reality?

- What might happen if an asteroid hit our planet?

- How might we design a museum for people who can't hear or see well?

Try this today:
Have a "play-based" conversation. Ask and answer:

1. What games, toys, or hobbies are most fun for you? Why do you think that is?

2. If you could invent a new game, what would it be?

3. Say you had a full day to do nothing but play. How would you use it?

Chapter 7: Conversations for Openness

Try these conversation starters:

Early Childhood and PreK

Start with what he or she sees in the world. Ask:

- What's the same about how you and your friend look or speak? What's different?

- Do you know anyone else who says (a word or phrase) like that?

Discuss the histories and cultures of familiar people. Ask:

- Where does your friend's family come from? Who else do we know from there?

- Which of the same holidays do we celebrate? Which different ones? Why do you think that is?

Elementary School Kids

Explore more abstract histories and cultures. Start with people he or she knows. Ask:

- What culture does that food come from? What other foods are popular there?

- How do different cultures celebrate birthdays? Ask friends in your class or neighborhood.

- Why does our family celebrate the holidays we do?

Support an attitude of open curiosity:

- Which new language would you most like to learn?

- If you could spend a month in another country, where would you go? Why?

Middle and High School Kids

Explore differences that aren't easily apparent:

- How do you and your friend learn differently? What about your opinions or beliefs is different?

- What might be making it hard for you (or your friend) to fit in? How could you help your friend be accepted?

Emphasize compassion and celebration of differences:

- How could you help others understand why that skill is hard for you or your friend?

- What could make your neighborhood or classroom more welcoming of differences?

- How does that difference between you and your friend make your relationship richer?

Try this today:

Have an "openness-building" conversation. Ask and answer:

1. Has anyone gotten the wrong idea about you when first meeting you? How?

2. Have you ever gotten the wrong idea when first meeting someone? How?

3. How did your ideas about a person change over time? Why do you think that happened?

Chapter 8: Conversations for Temperament

Try these conversation starters:

<u>Early Childhood and PreK</u>

Start with experiences he or she is familiar with. Ask:

- What does your body feel like when you're (tired, angry, lonely)?

- What can you do when you feel like that? How can I help you best?

Discuss concrete signs of temperament matches and mismatches. Ask:

- When do you and your brother get along best? When does it feel hard to get along? Why?

- What can you do when you see you're starting to argue?

Discuss ways that temperament affects their daily lives. Ask:

- When do friends or family make you feel calmer or more hyper?

- Why might your friend or sibling be acting that way? How would you act in her place?

- When you feel upset or stressed, what strategies help you feel calmer? How is that different for your friends, siblings, and other relatives?

Support an attitude of welcoming diverse temperaments:

- Which family member or friend do you feel most similar to, in terms of how you act or react to the world around you? Which friends or family member are you most different from?

- What can you do to help you and your most "different" friend/ family member get along? How can you meet in the middle?

Middle and High School Kids

Explore adapting your and their temperaments to relate more smoothly:

- What times or circumstances make it hardest for you to be your best self? Are you sensitive to loud noises, places with a lot of distractions, or a lack of sleep?

- When you get into a circumstance like that, how can you help yourself adapt? Which strategies have worked in the past?

Encourage kids to see the "good and bad" of each aspect of temperament:

- What about being like that (very active, very inhibited) do you and your friends appreciate? What about it makes it hard to get along or succeed in school?

- When you notice yourself feeling out of control, anxious, overwhelmed, or stressed, what "menu" of activities can help you relax or feel more in control?

- Which aspects of yourself are you most proud of or like the most? Which aspects do you struggle with or feel embarrassed by?

- How could you highlight those positive aspects and develop the less positive ones? What's one step you could take (today, this week, this month)?

Try this today:
Have an "understand me" conversation. Ask and answer:

1. In what ways are you like and unlike others in our family?

2. What places, people, and situations bring out your best self?

3. What one thing would you change about how we relate? How and why?

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