

## **LET'S TEACH CHILDREN TO BE HAPPY, NOT PERFECT**

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Early ages are fundamental to all human beings, the need for protection, dependence on their caregivers, their thirst for love, and having their needs satisfied is what will determine, to a large extent, how they will develop as adults.

Most cultures overlook the primary needs of children and the purpose of life itself, to put them in a race for which they are not even prepared, arguing for competitiveness, leadership skills, independence, encouragement, and other attitudes and behaviors that help them to excel, overcoming the abilities and skills of others.

Children, like good sponges, absorb everything their main sources of influence offer them and it is those basic and constant ideas and beliefs that will accompany them for most of their lives. It is only when the adult questions those beliefs that they will be able to turn them in favor.

Children do not have to learn to go to the bathroom at age two, learn to read at age four, nor need to be in the hall of honor, nor have a wall bearing medals. It does not mean that this is wrong, but you should not push a child to do something other than what makes them happy, you should not compare, nor trace a prognosis of their life to their first demonstrations of presence or absence.

We are all good at something (we might take a long time to figure that out), but we push children to excel in a sport, not allowing them to have fun (at the end of the day, who needs to have fun, right?) when they go to practice or to games (oh no, games are even worse, they MUST win!). If you ever see a child being pushed way too hard by adults, it is most likely the result of the whims of the adults (parents, coaches and other influences) or their frustrated dreams. **IF WE TEACH CHILDREN TO LISTEN, TO DO WHAT THEY LIKE, TO THINK, TO MANAGE THEIR EMOTIONS, WE WILL CERTAINLY GIVE THEM TOOLS SO THEY CAN MAKE THEIR OWN DECISIONS, even from childhood.**

It is always useful to have some guidance, but imposition should never be a resource. When imposition is present, often the gifts of the child will not develop, and that happens because we (adults) encourage them to carry out any other activity that we (not them) consider being the best for them.

The most valuable contribution we can give to our children is love, the respect for their times, for their tastes, for their preferences, for the quality of the time we offer with them, for the interest we show in their things, even if we don't see them as important. This is what will define their self-confidence, their self-esteem, their sense of belonging. What is to be encouraged is their desire to be better than themselves, for them to make themselves better on a daily basis, no matter what their siblings, their classmates, or the neighbor's children do.

Every human being is unique and has every right to be happy, surrounded by people who value who they are, people who guide them without forcing it. Everyone deserves to grow and to be

loved by those who surround them and also to learn every day to love oneself. When those bases are well grounded, there is little chance that the children will not be aligned with their happiness and they will certainly stand out, but not because they (sickly) seek to compete, but because they will know what they want, what makes them happy, and it will be very difficult for them not to work hard.

It will not be perfect, but they will see clearer than others the main purpose of life, which is no other but to be happy.