Transcript

The Resilient Kid Podcast

Season 8 – Episode 11

Level Up Life_ Owning Confidence, Holding Boundaries

Ashley - The Resilient Kid: Hello and welcome to the Resilient Kid Podcast. If you're a new time listener, welcome. If you are one of our regulars, welcome back. Today, I'm joined by Sarah Vogel. Now anybody who is listening, get yourself over to YouTube and have a look at this gorgeous creature today. But what I want to tell you is what we are talking about.

We're so excited. We've probably spent 20 minutes just chatting

how excited we're about the podcast before we've come on. A lot of the things, a lot of the issues that I am seeing with the younger kids, with the teens. Sarah sees it in the workplace, she sees it in leadership roles. They literally come into her training room. So the connection between our work is something that connected us as people. And I was like, Sarah, you've gotta come on the podcast. So without further ado, good morning, Sarah. How are you?

Sarah Vogel: Good morning. I'm really well, thanks. I'm excited about this. And I'm really, really happy to be invited.

Ashley - The Resilient Kid: Excellent. I, yeah, I'm really excited. Tell us a little bit about what you do. 'cause you do a lot, you do, you know, you've got your own company, you do a

Volunteering. Just tell us a little bit about you for the audience.

Sarah Vogel: Okay, will do. So I started my business, which is called People Development Associates. We call ourselves PDA, with my best friend David, 31 years ago this year. And it was kind of organic, really. We both worked in Selfridges in London, in department stores, so we were both shop girls and I left to go to uni when I was 28 and became self-employed.

And making a long story short, couple of years later, David also left and I said, come in, the water's warm, and we set up PDA. And I think in the early years what we used to do was a bit of everything. So we would do presentation skills, we would deliver other people's programs.

So we used to work for a couple of big companies as associates. As we've evolved, we started to specialize in particularly in kind of difficult conversations, helping leaders and managers to lean into things that they might have been avoiding, recognizing that they're probably counting the cost.

Alongside that, I'm also a coach. I've been a coach for 25 years. I work with all age groups apart from, I don't work with primary age, but I have worked with secondary and college age young people and senior people from all different sectors. I also volunteer, so I volunteer as a facilitator at a women's center.

So I run a confidence course on a Friday morning. Just finished cohort 22, so I've been doing that for about eight years with vulnerable women. I can say more about that if you want to know. And I'm a governor in two schools, one secondary and one primary, but I'm just about to leave the primary to become a trustee.

So I have my kind of tendrils, if you like, penetrate quite deeply into the education sector because I work quite a lot with senior leaders in schools. And of course I get to hear about things as a governor, which, you know. It, it's an absolute passion of mine. I wanted to say actually that in connection to confidence, when David and I first started out, we hadn't been going that long, and we used to say to each other, do you know what,

we should just abandon all the traditional titles for courses that we were running and just call everything, be more confident, communicate better, and that would literally cover it. There was very little that didn't have confidence and communication underneath it. Didn't matter what. So yes, that gives you a bit of an outline,

I think I've told you everything. Oh, I run tea parties for older people as well. I've got one coming up on Sunday, that's a completely different thing, but it's great fun. My husband gets me for doing so much work for nothing.

Ashley - The Resilient Kid: Yeah. Do you know what? Same, same. It's really interesting isn't it, about how you said that and particularly I'm gonna pick up on the difficult conversations, so I have got a couple of young clients who, maybe it's not gone according into plan, let's just put it that way, right?

It's not gone according to plan. And parents are very quick to remove the consequences. Let's pretend this didn't happen. Let's pretend that everything's okay, you know? And I am very upfront with my young people. I always say to them; I'll never lie to you. I'll always tell you the truth.

You know, I'll always, before I talk to mom and dad, I'll always tell you first we'll do it together. You know, things like that. I'm very upfront with the youngsters and they'll go, why can't I do that? And I'll go, well, this is a consequence of. This is your behavior there. That's why you don't get to do that. That's why, because of your behavior, not 'cause you, you are a good kid. You are a hundred percent a good kid and I'm in your corner. However, at this particular time, which usually has nothing to do with me, the consequences, its usually school imposed, but we have to understand that that behavior, school won't accept that.

And therefore the consequences is you can't do that trip, you can't do this, you can't do that, whatever. And it's about us moving forward. It's about us making sure you are on the next one and having the confidence, having the skills to be able to manage that and manage your behavior. But what's really interesting as you are talking, Sarah, is. Sometimes I think as parents, we often shelter our kids. Now we might behind closed doors go right, that's it. But in a wider circle, whether it's because we are embarrassed, we don't want school friends, you know, the other moms and dads and carers at the gate to know, because we are embarrassed about our kids' behavior because we think we're failing as parents.

And by the. We're a hundred percent. We're not. We're showing up for our kids and that's what's important. I wonder if sometimes those doing that leads to them coming into your training room and being ahead of a school or ahead of a company and they can't have that difficult conversation because they've never had that pattern laid down for them.

Sarah Vogel: Yeah. Yeah, a hundred percent. A couple of things that struck me about that. One is that quite often I will tell people in the room that everything we do or don't do teaches people how to do business with us. And I often make the connection between it works the same for adults as it does for children.

So for example, if your child is harassing you at the checkout, 'cause they want some sweets and you give them some sweets because you are harassed and you want it to shush, you want, you want the whole situation to stop and you are embarrassed. You are literally teaching them that if they hang on a bit longer and if they make a bit of a louder noise, then they'll get what they want.

I think we, sometimes underestimate the extent to which children will respond to clear conversations. So I think, yeah, this idea of are we teaching people around us how to do business because we are all little behaviourists at heart, aren't we? We go towards reward and we go away from kind of punishment if we can.

So yeah, and I think the other thing that you said, which really struck me is this idea of if you don't have levels of confidence and maybe self-esteem is that you don't believe in yourself. So you don't believe that you can fix it. And you probably make up in your head that everybody else is able to fix it.

Everybody else is doing okay and I don't wanna show myself up at the school gate, or I don't wanna show myself up at the cash desk or, you know, whatever it happens to be. And I think, you know, the more we. Believe in ourselves the more, I mean, it sounds so simplistic, but I do think that the more we can accept ourselves fully, warts and all, then the more able we are to accept other people's warts and all.

And the more we can move towards a more collaborative, assertive, which is kind of like an old-fashioned concept nowadays, but it is coming back into fashion, I think. This idea of assertiveness, you know, that there's a possibility that I can win and you can win, that I can value myself and value you.

And I think when your self-esteem is low. Even if it's at an unconscious level, you can't afford to even consider that other people might win, whether it's your child or another parent or the teacher you can't afford, because then you will feel like you are losing, whereas it's actually a false belief.

You know, really there is a possibility to always say, what can we do to resolve this? Or what's this really about? Or how can we stand together in front of this issue and resolve this issue? I think you can even ask children that, you know, here's the issue. Here's me and you. What, what can me and you do about that?

I mean, I'm not an expert in younger children. So I dunno what age you would be able to do that, but I'm pretty sure that you could sit with year five and year six, maybe younger children and say, here's the thing, you know, there's a bit of an issue here. Let's you and me look at the issue, and see the issue as the problem, not you as the problem.

You know, like, like you said, it's not the child that's the problem. It's not even the other adult that's a problem if it's two adults. And I think one of the things we've lost, and I think it's because of low confidence, is this ability to see ourselves as a team. A partnership.

A collaboration. As a school governor, sometimes I think my mom wasn't the type of mom to go up the school because she saw herself in partnership with the school. She saw herself as, part of the team, the village, that were trying to give us a better education, you know, or bring us into the world as healthy adults.

And so she wouldn't have gone up the school unless there was something terrible that had happened. But nowadays I think some parents think of the school as the enemy and don't necessarily think of themselves as partners with the school. And even if the school has done something they're not happy about to actually say, what can we do to resolve this?

Instead of, what are you gonna do about this? And I think the more confident we feel, I really genuinely believe that if we feel confident, we can be calmer and we can resolve things more quickly.

Ashley - The Resilient Kid: Definitely. And I think that it's funny because I do a lot of work in schools, as you know, and,

there's a couple of things. So one already I think, I've done it from four, years of age where I've said to a 4-year-old. Okay, so you fell out with Tommy.

How are we gonna do this?

and getting them to problem solve it. And it's really important. And the reason that I say like it's really important is because it's making pathways in the brain. So the next time we fall out with Tommy, there's already a pathway made.

But in schools, we kind of don't let them. say there's a bullying issue, for instance, we often go, we, you know, bring the kids in. Right. Apologize to each other. Right. Just ignore each other now. But that could be in year seven, they've still got the rest of the year to go, you know, the rest of the years to go. So you can't just avoid somebody. There's no, there's no kind of pattern.

We don't teach kids to repair and restore, you know, and really that's, that's every relationship like you are saying, Sarah, that if you've got the confidence to go, you know, whether it's. you know, two people at work in a team, whether it's two kids at school, whether it's you and your partner. Do you know what? Hands up, my fault, I am sorry. Or do you know what this is how I felt then when you said that and sort it out rather than a, than a, let's just make drama out of this, because that's what happens more often than not.

Sarah Vogel: Oh, it does. And the drama spreads outside, and then before you know it, you've kind of got drama. In the playground, you've got drama in the community.

And you know, if we'd only, it's a bit like that really old-fashioned proverb that used to say, for the want of a nail, the shoe was lost for want of a shoe, the horse was lost, you know, and you think, come on, could we just pop a nail back in this before it starts getting to high drama and the whole community dividing about this particular issue.

Ashley - The Resilient Kid: And do you know what's really funny when you said that? 'cause you, you know, I talk about the village all the time and we've got like a new Facebook group for parents and educators and, and carers, anybody who, who is dealing with young people on a daily basis called the Village.

I did have one but this feels like it's new and it's different and so we we're kind of really gonna push this so that we can support everybody in it, and that's my philosophy. You know, when I was a young kid, if I fell over, somebody would pick me up and they might not necessarily know my name, but they knew who I was attached to. They knew that, you know, oh, that's Margaret Dixon's granddaughter, you know, go and get her.

I'll go and get her daughter Leslie. Or do you know what I mean? So, I think what happens is we are so scared, and I think this happens in work as well as at the school gate is we are so scared that people are gonna point the finger and go, look what you are doing. Instead of accepting that's just a kid. They're just learning how to behave. They're just learning all of this and it's no reflection on us. And I think that's the difference. You must see that like in some of your leadership training where they're so scared of having those conversations or they've not got the confidence to call something out and just go, listen, it is what it is.

Sarah Vogel: Absolutely. We've talking of calling out, we've recently been doing some work with local authorities, in particular adult social care managers and, and supporting them with a program called Confident and Inclusive Conversations. And that was specifically because evidence suggested that managers,

weren't confident enough to call out you know, non-inclusive discriminatory language, DEI type issues. So if they witnessed something. Or if somebody came and kind of brought a complaint to them, or even if they were called out themselves. And the interesting thing was that we were asked to, to design this course.

And when we were sort of co-producing it, when we were doing some pilots and some interviews with people who did, did the job, one of the things that struck me very forcefully was we could teach people the tools, but unless we backpedal and talk about confidence. It's not gonna improve their confidence, it's just gonna give them some tools and then will they have the confidence to use those tools?

And I think that can apply everywhere as well. The confidence course that I run on Fridays with the vulnerable women, I don't teach them any tools until six or seven weeks in because we need to focus on what do we mean by confidence? What are the types of confidence, you know, what is it that affects confidence, you know, and also,

More recent ideas like vulnerability and how important it is, and authenticity and how important it is because. When I was growing up, and I mean this relates to schools and parents, we were taught just to silently accept authority. I mean, I didn't know my teacher's first names.

That would've been quite revolting if I saw them having a life shopping in Sainsbury's. It was embarrassing, you know? And so I think nowadays, you know, hierarchy is much less important and leaders can't hide behind it. And I think to some extent you do have to have some vulnerability in order to lean into these conversations.

You do have to be able to say, okay, maybe I was wrong, or maybe I got that bit wrong. Or you have to have the vulnerability to be able to accept that you might be part of the problem. And I think, we talk in fierce, we talk about mastering the courage to interrogate reality, which essentially

means, well, you may not like what you hear, but that doesn't mean don't interrogate it. And if you think about some of the situations that you and I have come across where people are trying to kind of just look the other way and pretend it hasn't happened, it's because they don't have the courage to interrogate what's happened.

They don't want to say, what's the issue here? In case people turn around and say, well, it's you. You are the issue. And even if someone says it's you, you are the issue, they then haven't got the confidence to say, what is it that I did that's caused this issue? Because that takes courage, it takes vulnerability.

You know, it takes being able to kind of manage the feelings that you have when somebody, when you discover that you might have left some fingerprints on something.

I mean, I wonder sometimes if, teachers and I, I have the utmost respect for teachers because I think they're having to manage all sorts of situations that they probably didn't have to manage back in my day.

When I say my day, I mean when I was at school, 'cause I haven't been a teacher, but, you know, that kind of idea of I'm just trying to keep control, you know, so I might do what's expedient. Instead of thinking what might be really going on here. And I think yeah, I, I don't want, there's no part of me that wants to criticize teachers.

I think they're doing a, an amazing job in difficult circumstances, but I think sometimes pressure and stress in, like in any situation where you are in a leadership position. Might cause you to do the quick thing instead of like, whether you're a parent, a teacher, a leader, you do the expedient thing instead of doing the thing that's gonna resolve the issue long term.

Ashley - The Resilient Kid: Yeah, and I think, I think you're absolutely right. I have come across some amazing teachers, like really, amazing teachers, but I've also come across where I have had very frank conversations about my own kids, about other people's kids, where I've had very frank conversations and gone. Do you understand the impact of that? Just those words that you've just used. It's just words to you and you're stressed and you're, you know, you're working in a system that is not fit for purpose for you as teachers, as, as leaders in there and the kids. And we, you know, I can only applaud that they're carrying on and they're not leaving in droves.

And, I've had very frank conversations where I've gone, how much do you wanna hear?

You know, and some have gone No, well, it's not, and I've gone, no, seriously, how much do you wanna improve this? If you wanna hear what I've got to say, I'll absolutely support you a hundred percent. This is not me criticizing this is saying, how do we support this young person?

Ashley - The Resilient Kid: And some of the teachers have been so courageous,and gone, you know what, “tell me”. And, and it's funny, actually, I, I once had a conversation with one of my own. And it was really funny because they had rang before. Now it takes seven minutes for my kid to get home from school, and they had rang before he got home.

And I was like, oh, that's sneaky. 'cause now I don't actually know the full story he set off on, on and this and this and this and this, and I just let him run.

And then I said, okay, so what you are saying to me is that my child has stuck up for another child. So they've, they've been an ally they've, they've advocated for this other person who couldn't speak up for himself in your class, is that what you're saying? And he said, well, I wouldn't put it like that. I said, but that's what you've said to me and that's my understanding.

And do you know what? I'm never ever gonna tell him off for that. I am sorry if that came across disrespectful, and I absolutely a hundred percent will speak to him about that. But do you know what I said? I need you to understand that that's our values as a family, is that that's what we would do. And also what I need you to understand is you only see him this very tall, young man in your class who's probably taller than you, and you see him, in your words "mouthing off".

But he is very passionate. I said, and actually what you don't know about him is this, this, this, and this. And so I'm gonna ask you in your professional life, I'm sure, as I do, as a parent, as a, as a professional, sure, you are gonna go away and reflect on this conversation and then come back to me.

And you know what? Fair play to him. He came back to me two weeks later and he said, now you've explained that to me, and now you've explained how he is and who he is. We are actually getting on really, really well and he is really engaged in class. And I went, 'cause do you know what you did? You connected with him first.

Ashley - The Resilient Kid: And I think sometimes that is all we need. I'm massive in. If you want respect off somebody, because like you say, Sarah, it's not hierarchy anymore. That doesn't cut it anymore. You can't hide behind that title.

no.

with the kids, connect with your teammates, connect with, you know, whoever it is that you've got to have a relationship with on whatever level, and then you'll get that respect.

Sarah Vogel: We talk about in our Bare leadership program, the first module is Bare Essentials and we talk about be here, be connected, be curious, because we're absolutely, a hundred percent committed to that relationship side of things. And like exactly what you said, the more it doesn't, but people mistakenly think it means that you've got to like people and have them like you, but it's not, it is about connection, it is about putting your focus on them and not kind of getting obsessed with your own stuff.

And I've actually, I remember running it as a kind of a conference session to about 50 head teachers locally to me in one of their kind of conferences. And one of the guys at the back, 'cause I did a bit of an exercise where they noticed when they were in conversation, where their focus was.

And I tried to encourage them to keep their focus on the other person instead of on their, their own stuff. And one of the guys at the back put his hand up and he said, I've been working with this woman for 20 years and I've just learned more about her in five minutes than I have in the last 20 years.

Because people don't naturally, unless you are trained as a coach or a therapist or a counsellor, it's not a muscle that most people are very good at. It's really connecting. 'cause they can't put their own stuff to one side. And, if you can put your own stuff to one side and connect.

You will do exactly what that teacher did, which not only do I love that because I think that has some vulnerability and humility about it, but also, I love the idea of let's go away and have a think and come back together again. I think that has saved many a conversation. Oh, I, I meant to say as well, I also trained as a mediator many years later, and sometimes we will have a break when things have got too bad, too little, too late, you know, for a training course.

We will often have a break, say, go away, five minutes, have a think about it, come back, and then there'll be more stuff.

Ashley - The Resilient Kid: I, I did tell you, didn't our listeners, this was gonna be exciting because I knew me and Sarah, the first time we met, we were just like this because our values align. We've got so much in common, and we see, like for me, I just see the work that I do is mirrored if, you know, I'm kind of catching them early.

And if I can catch them at that, Primary, secondary, uni stage, then hopefully they'll make better leaders. But they're not turning up so

bad in yours do you know what? It's really funny. It's really funny. I always say it. It's my job. It's very business, you know, it's counterintuitive to business 'cause one of my jobs is so you don't need me anymore.

You know, that's that and that is a pleasure. You know. One of the things that I just thought there before I wanna move on to kind of.

You telling us a little bit more about confidence and some things we can do around confidence was around at the moment you, you were saying about that connection and, and that teacher and how, you know, how humble to go, I've not done this before in 20 years, but one of the things that we are seeing, particularly after Covid we are doing a lot of work at the moment. 'cause obviously it's transition season for, you know, year six to move up to high school and then high school up to six form. But some of the work that we are doing is, is around those transitions for the kids and we go in and we, we do like, you know, say six lessons, helping them do that. But one of the things that we've noticed that is a real gap at the moment is friendships. How to make friends. So we go from that very young age where we parallel play. You know, we just play alongside each other to, then we go up into year one, year two, and we're supposed to interact. But actually nobody really teaches us that.

And so, particularly for year sixes at the moment, what we are saying is, what have you got in common? What is different, you know, about these new friends? But also, we do an exercise where we kind of look at what do we want out of our friendship? So that might be something like a sense of humour. Like I, you know, I love my friends that I know I'm just gonna have a ball with. Right? Then, what do we need out of a friendship? So maybe we need like honesty and we need to be able to trust them. But then also what's a non-negotiable. Now that non-negotiable could be, to be inclusive.

Like they have to be inclusive, not to be racist, you know, things like that. So, and, and when we do that, and I've done this with really young kids and I've done it with like when we do that, it's almost like a checklist of are you a friend that can fit into here? And also them knowing their own boundaries. And I, my sister, I have done this exercise with my sister as well, and she calls it the Tinder exercise, because actually you can do it for, you know, if you want a new partner, you can look at that.

But actually what we've realized is that when kids move up to high school, they move up with, oh, you make loads of friends. And so they just accept anybody as a friend. And actually, no, you need to know who fits because that's when it gets worse and worse. And I'm sure it's probably the same with you. So sorry, that was just a bit of a side thing that I thought actually that mirrors really well. Sarah, tell us a little bit about what is confidence and also what can we do?

Sarah Vogel: Hmm. Yeah. Sorry, what you just said just reminded me of the old thing they used to say about university is that you meet people in the first two weeks that you spend the next three years trying to shake off. And I think, you know, maybe that's the same, maybe that's the same for secondary school kids.

Can, can I say again before I get into the confidence thing? Although there is a link that when I work with the women, the vulnerable women who are at the women's center called Anawim in Birmingham. They may be at Anawim for a number of reasons. They may be there because they have mental health issues.

They might have substance misuse. They may be doing the courses instead of a custodial sentence, or they may just be fresh out of a custodial or all sorts of reasons. I mean, you name it, they may be there. And one of the things that I think is that for women, I think particularly the reason they find themselves in those situations is because they have accepted any old relationship.

They've gone that'll do. Or they haven't valued themselves enough to think, actually, that person's not right for me and my life. That's friends and we talk a lot about that during the course about how do you, you know what? Some of them will say, well, I'm a bit lonely, you know, so therefore I put up with, well.

Value yourself enough to actually have people that nourish you in your life. And I think, you know, that's something maybe we could be teaching in transition. You know, does this person make you feel good? Does they not make you feel good? Because I think in schools, there's also that whole thing about sometimes I'm too scared not to be that person's friend.

And I heard a parent talking about. Their daughter had come home in the classic kind of year eight scenario. I remember my daughter when she was in year eight, you know, the kind of friendships issues that they had. And I remember somebody saying, is that, that was a popular girl. And the parents said to her, well, is she popular or is she just powerful?

You know, is she someone that people are too scared, to not be friends with. And I think, again, children of all ages need to be confident enough to say, not interested. I can walk away from this, but it's really, really difficult. Or whatever support we could give them in that department, I think it'd be fantastic.

But you know, so that was a bit of a just a side thing. 'cause when you are saying stuff, my mind's going, you know, so what is confidence? Well, the first thing I teach on the course is something that I picked up from one of my colleagues that I do coaching supervision with, and there was a psychologist called Bandura that I'm sure you'll know about, and he talked about self-efficacy.

So I'm not sure how much of the rest of this is Bandura, but I know that his, his research did focus on self-efficacy, which is essentially is. I can do that. The other two aspects I talk about is a confident outlook. So it'll be okay and self-esteem. I'm enough. So those three things I often teach, you know.

So let's, let's start with kind of confident outlook. Are you, kind of thinking that everything's gonna go wrong, or are you the kind of person that thinks, do you know what, it'll work itself out. It'll be okay. And that can apply to having the confidence to have a conversation. You know, I'm not gonna catastrophize that situation.

What I'm gonna do is I'm gonna think at least I'm having the conversation, at least I'm having a go at this. At least I'm trying to resolve it, rather than, oh, there's no point talking to so and so, or there's no point doing that. So the first aspect I'd say is kind of examine your thinking and think, are you indulging in a catastrophic mindset or are you actually putting yourself out there with a confident or optimistic outlook? So that's the first thing. The second thing is self-efficacy. So this idea of I can do this, and I believe, and in summary, I think what Bandura said was that actually the more we can

take inventory of the things that we have succeeded at, the better able we will be to succeed in the future. So whatever it is that you have achieved is to focus on that. Is you know, what have I overcome that I'm quite proud of? You know, I remember getting a swimming certificate or, you know, I was really good in the playground at kind of starting a game or, you know, I mean, you can adjust this self-efficacy

to fit the age group, and of course with the women in the confidence course, I have to really get them to say, come on , what are the things you've done? The other thing that Bandura said is when you can compare yourself favourably to others, well, that's something that a lot of people feel uncomfortable about.

They feel uncomfortable in saying, well, I'm better than most people at baking, or, I'm better than most people at socializing or reading or, you know, singing or something like that, you know? But actually it's really good and I think kids aren't too bad at that. I think if you say to them, what, are you better than other people at?

Sometimes they can say that and I love to hear that. So that's the self-efficacy and it's about keeping the inventory the list of things that you are good at. So that actually you are teaching yourself to think I can do this. And then the other one is self-esteem, which in the confidence course we spend quite a lot of time thinking about self-esteem.

You know, I am enough and kind of thinking about, you know where do those messages come from that lead us to believe we are not enough. And whilst I don't get into deep sort of therapeutic work, I do actually touch on some of the stuff because it's important to recognize that it is, it was messages and they may have served you well at a younger age, but actually they may not be serving you as an adult.

Like big boys don't cry, or children should be seen and not heard. You know, many of the people that I work with are, are still working with that kind of internal dialogue, you know and, you know, trying to get people to sort of replace that with a, I'm enough or I'm great, or I'm feeling fabulous. And the other thing that I do as part of that course, which I think, you know, a lot of people could probably benefit from is some body confidence as well.

So the question that I always ask is, who stands to gain if you feel bad about yourself, and we do think critically about the fact that, well, there's a lot of industries that are benefiting hugely financially from women feeling bad about themselves. And I even talk about the fact they're coming for our armpits.

Now, if you notice, they're now talking about beautifying your armpits. I'm like, leave my armpits alone, I'm fine with my armpits. You know, so they're looking for ways of kind of knocking our self-esteem and we have to be able to say, I'm good enough. I am great. You know? So I think, I think understanding those three things has really helped me and helped a lot of people to think, well, where do I need to do a bit of work here?

Is it my outlook? Is it that I just think, oh, no, everyone can do that. And I don't take inventory of the things that I've been successful at. Or is it that I need to work on my self-esteem, which I think is a bit of a lifetime's journey really. I don't think you can ever say, I'm great, you know, I love myself.

That's it. End of, you know, you do have to kind of build that. And as I said to you before we started, and you've referred to, the earlier we can do it, the less likely these people are gonna show up in my courses feeling rotten about themselves or, you know, or resorting to other means to get what they need to get done because they don't feel great about themselves.

'cause low self-esteem doesn't just show up as someone who's kind of quiet and withdrawn. It can show up as someone who is, you know, behaves aggressively towards others, or manipulatively, you know, the height of low self-esteem, I think is this idea of you know, being manipulative. 'cause I'm not confident enough to be clear and direct about things.

So what I'll do is I will try and get my message across in, in less direct ways. The example I always use of that is I, if you've got like a kitchen at work or you know, your kitchen at home or whatever, and you go into the kitchen, go, am I the only one that clears up round here? Well, what's the request there and what are you trying to make people feel like when they hear you say that?

Well, why not just say, I'd like someone to do the washing up, or I want you to pick up your dishes and put them in the dishwasher. You know, that's a much clearer thing. Was that helpful? I, I, there's just a couple of things, really. Not much. There's so many things. I mean, that confidence course that I teach is 12 weeks, you know?

And I, I still think I scratch the surface, you know?

Ashley - The Resilient Kid: yeah. No, that's brilliant. Sarah. I think a, a, a couple of things there that you brought up. So that kind of passive aggressive of why has nobody done this or because we feel bad and we want to be able to, make others feel bad. but that's like, that's like the thin end of the wedge because let's be really honest, some of the ladies and the women that you work with on a Friday morning, you know, they're into substance misuse and that, you know, or they've picked the wrong partner again and that is no reflection on them.

That is the pattern that they have, they have followed. And so, you know, turning to drinking drugs, and I, I say this a lot to parents about. If our kids don't feel connected at home, if they don't have that space at the table, they're gonna look elsewhere for it because they've gotta fill that hole, you know, if their self-esteem is on the floor.

So if we, you know, talking about like, oh, you've not done this, you've not done that, your grades aren't good enough, your room's a mess, blah, blah.

Okay. All of that still needs to be dealt with. It's not like saying, oh, just let the, let the room go to tip. You know, or just let them fail everything. But it's about connecting with them and then going, okay, what are we doing about this?

And you, I notice you use a lot of this declarative language where we talk about, we, where we talk about, you know, team. Because I think that's really important because we are in this together and you know. Even just as a household, you know, we, we say, right, when are we gonna do this? Not when are you gonna do this, you know?

And also, I think what we don't realize is if we are not boosting our kids. That we become, you know, whatever voice is loudest in their head will be a negative one If we are not putting positive stuff in.

Then when they grow up and they don't feel good enough, they're never gonna turn around and say, stop. Don't do that they're gonna accept the drugs. They're gonna accept the booze, you know, on the park on a Friday night or whatever, because

Sarah Vogel: because they don't deserve, they don't think they deserve anymore as well. They don't believe that they're worth any more than that. Yeah, a hundred percent.

Ashley - The Resilient Kid: so it's really important. Oh, do you know what Sarah, I could literally talk to you all day. Like, and, and we have had zooms before where we've gone like completely. Oh my God. And yes, I'm on that. So Sarah, what obviously under the show notes and we will put all your details Of course we will. But, also, I'm not sure that you have put the women's group there. I think if you can send us that through for the, just in case, you know, because, because the reason I say that is because often I think, you know, sometimes companies or parents or whatever are thinking, you know, or even if people are raising money. And they just, they want a worthy cause. And I think, wow, the, you know, this isn't just somewhere where women are coming to as a boat hole. They're coming and they're learning skills to get out there and live a decent life, so if we can put that there and anyone then they can

Sarah Vogel: Oh, that'd be wonderful because you know, I think they're amazing. I think they're absolutely amazing. And the fact, the work that they do, do, you know, what's lovely about them is actually, it was started 30 odd years ago by two nuns who were working actually with the sex workers in that part of Birmingham and actually giving them somewhere to come and have a hot drink and just kind of someone to chat to.

I mean, I just think what an amazing, and actually, funnily enough, I didn't even know it was there. I lived in that area when I was a student in my second year. I didn't know about Anawim till 10 years ago, and I just wish I, I, I always wish I'd done more earlier in life, you know? But nonetheless. It is.

It just feels like it's something that is really important and I know that you know, the, the, the work we do, we, we are trying to kind of repair some of the stuff with some of these women and they're blossoming, you know, they're blossoming and doing all kinds of things as a result, whether it's leaving partners or, you know, doing voluntary work themselves or you know, staying clean, you know, all of that kind of stuff. And I'd never worked with women of, I'd only ever worked in organizations before, so it was quite a new thing to me and I had to wrestle my demons to the ground about I'm not gonna be able to help, or I'm not gonna be good enough.

But it was, it's been the best education for me and how to facilitate very diverse groups. But yes, I will give you the details of Anawim. 'cause it is a good, it's an amazing organization.

Ashley - The Resilient Kid: Don't you think that kind of, we start at the top of the podcast about being a village and stuff like that and I think, when stuff goes wrong, it's not about pointing a finger. It's very easy for us to sit on the sidelines and point a finger and go, you didn't do this, you did that. Look at you. You're, stops us looking at ourselves, I think somewhere like Anawim is going, you are where you are, come here we accept you.

We'll, warts and all, and you know, we'll support you, to then, you know, because pointing the finger is not gonna make any changes. You know, a place like that, the work that you do, Sarah, in that voluntary sector also, the work that you do, you know, in your business for me is really, you know, it is helping create that more supportive.

And more confident people to then give back to the community, to give back to this village that we've talked about.

Sarah Vogel: I've just remembered the thing. Okay, so there's three things. So one of the things that you said was about being in conversation that's getting on my nerves now, the, the entry sensor thing. So one of the things we often say, and I think this is a really important piece to take away, is if you are not in conversation with your child.

I dunno, your family member, your student. Your, you know, partner, whatever it is, who is, and, and that's if you are not in conversation with them, who is, and I think this is a really pertinent thing, particularly for young people today, because when I was in school, we only had our parents' friends and probably one or two programs on the tele.

Actually nowadays children have so many people trying to get in conversation with them in ways that many parents couldn't even conceive of that. Actually, we, we must be in conversation with them. So that was the first thing. The second thing was this idea of. When we are at home saying, you haven't done that and you haven't done that, and you haven't done this.

There's also a way, and I, I talk about using and in not, and not, but quite a bit. So I love you and I need you to get your laundry done. Like, I love you, and I need you to go to bed on time. You know, there's this idea of these two things can coexist. Like I can, I value me and I value you. A lot of the work that I do is all about keeping the balance between me and you, keeping the balance between this and that and that these, both these things can coexist.

I can love you and care about you and want you to clean your room. The other thing is when I teach people to ask for what they want, which is part of boundaries, which you mentioned that word earlier, and I do a lot on teaching boundaries, asking for what you want and saying no, in particular, is that when I teach boundaries what I do is teach people to allow themselves to want what they want.

And sometimes people either don't know what they want or they don't think they have the right to want what they want, or they start to diminish it before they've even got it out of their mouth. And when we are asking for what we want, I ask, and this would be pertinent to parents, is to actually ask for what you want, not what you don't want.

Like, I want you to stop doing X, Y, ZI want you to. Not be disruptive in public. I want you to, to stop being so rude to your teachers. Actually, I want you to be polite. I want you to, you know, what is it you actually want instead of what you don't want? And that is more powerful and more positive. So I'm sure that's something you teach as well, but it is one of those things that, just a couple of things that occurred to me while you were talking, so yeah.

Ashley - The Resilient Kid: I think that's brilliant, Sarah. And what a really strong message for

everyone, isn't it? You know, parents, teachers you know, if you work in a team that, that idea of asking for what you want, not what you don't want. So, you know, kind of whether it's like, you know, I want a Saturday night date, like I want, you know I want you to complete that project, not why are you behind on that project?

I think it's really important. And also as well, what I find is, and I, and I think we touched a little bit on this before, is when we teach boundaries, particularly if I'm teaching kids boundaries, with friends, with whoever, what I find is they grow in confidence then because they know where they stand, but also everybody else knows where they stand.

Having that boundary in place and, and keeping to it is saying, this is how I deserve to be treated.

Sarah Vogel: Yes. This is how to do business with me. Mm.

Ashley - The Resilient Kid: Absolutely. And I love that. Do you know what I mean? And I'm going to use that phrase, you, you said it earlier on in the this is how to do business with me. And I thought, Ooh, that's really good, because kids love that.

Do you know what I mean? Any exchange, any kind of negotiation that you're doing, you know what, if you wanna hang out with me, this is how we do business. I hundred percent gonna do that.

Sarah Vogel: Do you want another one for nothing? I was just gonna One more, one more. So, you know how some people, and again, manipulative people will try and hook you, they'll try and get you the, the analogy I use is that they keep offering you onto the dance floor, but you don't have to accept their invitation to do your dance.

'cause the dance is often the thing they always do. Like, my mom used to try and kind of hook me in by being rude to me and then wanting, and then if I pushed back, she would criticize me for being aggressive. So that idea that you don't have to accept the invitation onto the dance floor of someone that wants to do their dance with you, that they always do.

And those kinds of things are the things that I, I'm, I'm a bit of a metaphor woman, you know? Anyway, sorry. I know you were trying to wrap up there and I, I literally can't stop. This is it. Now we're gonna have to make this a series.

Ashley - The Resilient Kid: No, that is honestly really amazing because I kind of feel like metaphors are the way I think, you know, we've been telling stories, haven't we, for hundreds of years, and I think that's how we learn. That's how kids learn. That's how adults learn. You know, it's, we can, anyone can stand up there and do a PowerPoint and I haven't been to one of your courses, but I am desperate to come. But I, I have seen you present stuff. I have seen you talk, you know, when we've been in group situations and you use metaphors a lot, and I think that's why it gets in. Anyone can put a PowerPoint in, but that's what you are so good at.

Sarah is, you know, when you are teaching, whether it's a Friday morning, you, you know, the women at Anawim or whether you're doing your courses in schools, in organizations with leaders. I just think that's why people relate. That and she looks really cool, by the way. But I think that's why people really relate and, and the learning goes in, they take stuff away because it's not just, you know, the average training.

You are giving them those metaphors that are real life stuff.

Sarah Vogel: Oh, thanks.

Ashley - The Resilient Kid: Sarah, I just wanna say thank you for coming today. I feel like we, I'm, I almost wanna say at the top end of this, strap yourself in and get a notepad and pen because the stuff that you've given us there for listeners that you know, it doesn't matter if you are a parent, you're a teacher, you're a carer, or you're in an organization. You are in a team or just as a, as a partner. You know, a lot of the stuff that you've told us about confidence and also boundaries just right there at the end, which was golden, you know, which is more golden nuggets we weren't talk about. So honestly, you have, you have really give a lot away there and I really, really appreciate your time.

Sarah Vogel: Oh, thank you so much. It's an absolute pleasure and a privilege and I really appreciate being asked, so thank you.

Ashley - The Resilient Kid: Sarah, just one final thing. Where can we find you? We'll put all the details in, the show notes, but if someone wants to go straight away.

Sarah Vogel: You can find me on LinkedIn Sarah Vogel. You can also find our website at www.contactpda.com. So you'll see me and David right at the front. You'll know you're in the right place 'cause we've got a snapshot of us standing in front of a wall in Preston. Not, not a studio shot, we're not a studio shot kind of people, but yeah, so if you want to look at our website and see what we do and yeah, keep an eye on that because I just did a taster, a free taster of bare leadership actually this Monday, and I may well be doing more of those.

So actually, you know, I'm thinking of doing one online so that anyone can come and they don't have to come to Birmingham. So, yeah.

Ashley - The Resilient Kid: Perfect. And if, you kind of get that organized and it goes out online, please send it to us, because we would love to share that with our listeners.

And I think also as well with the new village group, we might invite Sarah over to do a little bit of a live with me

Sarah Vogel: I'd love that. Oh, a hundred percent. A hundred percent. I always love to do things like that, so yeah, try and stop me. I'll be barging into your village. Woo hoo.

Ashley - The Resilient Kid: Excellent. Excellent. Thank you so much, Sarah.

Sarah Vogel: Have a fantastic day.

Ashley - The Resilient Kid: And thanks for listening everybody, and we'll see you next time.