



Self-worth as a component
of self-esteem

Script No. 1 for 4 hours

The desire to become someone else
is a waste of the person you are.
Marilyn Monroe

BE SMART method
Script No. 4 for 4 hours

I INFORMATION

- Duration of classes
- Recipients of the classes
- Number of participants
- Working methods
- Materials needed for the meeting
- Purpose of the workshop

II INTRODUCTION

- Introduction to the topic of classes
- Introduction of the trainer/trainer
- Ice breaker: Group integration
- Establishing grup rules

III MERITORITY

IV CONCLUSION OF THE WORKSHOP

V ANNEXES

VI EVALUATION SURVEY

I. General information

The duration of the class:

4 hours

Recipients of the classes:

The recipients of the workshops are groups of young people (girls and boys) between 13 and 18 years of age, who are the pupils of care and educational institutions, youth education centres, foster families, educational centres, schools. The script can be used by all other people interested in the subject of an interview, including preparation of a young person entering the labour market to participate in an interview on the basis of skillfully transforming destructive beliefs into those which will be supporting or healthy for young people.

Number of participants :

Workshop group for 12 people of both genders. It is also possible to conduct a workshop in a smaller group of at least 8 people, depending on the conditions of the premises.

Proposed working methods:

- Active ways of conducting classes: group work
- Active ways of teaching: working in pairs
- Individual work
- Brainstorming
- Imagining techniques
- Psychoeducation
- Mini lecture

Sample materials needed for the meeting:

- Work cards
- Markers
- Sticky notes,
- Flipchart,
- Pens,
- Printed work cards and information cards for participants
- Certificates
- Evaluation survey

Coursework

The main goal is to acquire knowledge in the subject of self-worth and self-esteem, as well as education in areas related to healthy thinking that is not positive thinking. During the program, participants will learn how to build self-esteem at a healthy level with self-acceptance. At the same time, acquiring knowledge about the impact of building relationships with oneself, conducting conversations based on internal dialogue, on topics related to expectations of oneself will allow participants to consciously manage their resources. During the workshops, special emphasis will be placed on working with assertive attitudes, youth attitudes, acceptance and self-acceptance.

The following results are planned to be achieved by the participants:

- Acquire knowledge about self-assessment
 - Acquire knowledge about emotions accompanying relationships with oneself
 - Work with beliefs
 - Acquire competences in managing emotions
 - Developing methods to deal with situations of unstable self-esteem and automatic negative thoughts effectively and efficiently.
 - Making participants aware of the value of building relationships with themselves based on working with their own beliefs.
 - Skills to respond to hate attempts.
 - Visualising the negative and positive impact of social media on building self-esteem and peer relationships
 - Increased confidence
 - Self-esteem increase
 - Improvement of direct relations with peers
 - Acquire competences regarding communication, assertive attitudes in accordance with the BE SMART method
- This scenario will help you broaden your competence on building self-esteem and working with negative beliefs.

The teacher/teachers move. Welcome - (5 min)

- Name
- Education,
- Professional experience
- Interests

3. Group rules - (10 min)

The trainer distributes colourful sticky notes to participants and asks the question: "To feel good and safe together, I need ...". It gives participants about 3 minutes.

Example:

"To feel good and safe together I expect:"

- Respect from others
- Silence when I say
- Not to be criticised
- Favorites
- Deciding whether I want to take part in the exercise or answer a question

The leader collects the cards, reads them out loud, asks if everyone agrees to the rules if he sticks them on the flipchart sheet. After reading all the cards, the presenter asks if there is any rule that should be on the card (if participants still have a proposal we write it on the card and stick it on).

4. Questions about what we expect from the program. Verification of expectations - (10 min)

The trainer distributes one adhesive card to participants and asks them to write down their expectations from the BE SMART programme. He gives participants 3 minutes to do so. Then he collects the sheets of paper, reads questions / statements and discusses them.

5. Garage - (5 min)

The instructor takes out a previously prepared A4 card /flipchart with the inscription "GARAGE" and a marker and informs the participants what a garage is: "garage - during the breaks in the garage each of you can write down your question about the content and course of the workshop. We will answer them after the break.

MERITS

Mini lecture- self- esteem (15 min)

Unstable self-esteem depends on what you hear from others. It varies, it can be once high, once low. This is quite normal for children who do not yet have an identity. However, in the case of adults it is rather associated with immaturity.

Stable (healthy) self-esteem is formed. A person has an established opinion about himself, sees himself in a healthy way, regardless of the comments or opinions heard about himself. The comments can, of course, affect your view of yourself a bit, but it doesn't change much anymore because of one opinion of people who are not in your immediate circle.

Inadequate (unhealthy) self-esteem is associated with a not entirely realistic self-image. It can be too low in relation to real achievements or too high, completely devoid of self-criticism. Therefore, it is associated with both incomplete / false knowledge, but also, as a result, too negative or too positive assessment of the person. There is no balance here. It's either too high or too low.

Samooocena zaniżona – osoba ma bardzo niskie mniemanie o sobie, nieproporcjonalne do swoich możliwości. Ocenia siebie zbyt nisko, nie wierzy w siebie i swoje zdolności. W efekcie nie podejmuje się zadań adekwatnych do swoich umiejętności, wybiera rzeczy zbyt łatwe, przez co nie osiąga tego, co mogłaby osiągnąć lub nie dzieli się swoimi talentami nie wierząc, że może odnieść sukces. W domu jest wycofana, może swoje niedoskonałości przykrywać śmiechem oraz poświęcaniem się innym, bo chce być lubiana. Ma wielu znajomych, przez co może tracić energię na pomaganie innym. Często może dawać się wykorzystywać innym osobom. Jest inna w domu, inna w pracy. Jakby 2 osoby. To z kolei sprawia, że nie ma dostaje nowych powodów by wierzyć w siebie. Bo jeśli nie robi niczego, z czym mogłaby się zmierzyć – nie ma okazji wykazać się sama przed sobą, czym mogłaby SOBIE zaimponować. Tak więc samooocena nie ma szansy na zmianę. Osoba nie jest odporna na krytykę, boi się opinii innych ludzi, dlatego często nakłada zbytnią energię na kontakty z innymi, zbytnio dba, aby ludzie ją lubili, przez co ponosi koszty w spadkach energii. Obraża się. Martwi się tym, co inni o niej – nie ma okazji wykazać się sama przed sobą, czym mogłaby SOBIE zaimponować. Tak więc samooocena nie ma szansy na zmianę. Osoba nie jest odporna na krytykę, boi się opinii innych ludzi, dlatego często nakłada zbytnią energię na kontakty z innymi, zbytnio dba, aby ludzie ją lubili, przez co ponosi koszty w spadkach energii. Obraża się. Martwi się tym, co inni o niej myślą lub w ogóle odsuwa od siebie te myśli nie dopuszczając do konfrontacji.

Low self-esteem - a person has a very low self-esteem, disproportionate to their abilities. The person will value themselves too low, doesn't believe in themselves and their abilities. As a result, they do not undertake tasks adequate to their skills, chooses things that are too easy, which means they do not achieve what they could achieve or does not share their talents without believing that they can be successful. At home, they is withdrawn, can cover their imperfections with laughter and devotion to others, because they wants to be liked. This person has many friends, which can cause them to lose energy helping others. They can often be used by other people. They are different at home, different at work. Like 2 people. This in turn means that they have no new reason to believe in themselves. People are not immune to criticism, they are afraid of other people's opinions, therefore often put too much energy on contacts with others and therefore he incurs costs in energy drops. They worry about what

others think about them or even move away from them in order to prevent confrontation.

Overstated self-esteem - a person believes in themselves excessively. They think that they are better than others, that they achieve more than is true. For example, they have no education, but give advice to others because they believe that they are an expert through THEIR experience, but there are no facts to support it. This person overestimates their abilities, therefore undertakes tasks that are too difficult, because they believe that they will cope with them in order to gain the respect of other people from the HIGHER spheres. They think that they are unique. The result is failure and frustration, because they cannot establish relationships with other people, because no one is worthy to be with that person. They want to be admired. Then often blames others for their failures, are aggressive, can't handle anger, is indulged and has a strong sense of control. Such people can also exalt themselves, which is why they are perceived negatively by their surroundings. They are not immune to criticism, they are afraid of other people's opinions, so they often put too much energy on contacts with others wanting people to like them, and thus bear the costs of energy drops. They worry about what others think about them or even move away from them in order to prevent confrontation.

Adequate (healthy) self-esteem- takes into account both strengths and weaknesses. It is based on real situations, facts and achievements - that is, what the person has actually achieved (the person has proof of it - fact - objective truth). A person knows what they have done well enough and what they are doing wrong. They select tasks with the optimal level of difficulty. Thanks to this they can grow and at the same time often do not experience excess frustration. Performance in these tasks, knowledge of your successes, strengths and weaknesses builds a mature and healthy self-esteem and self-satisfaction. However, this is satisfaction, the cause of which is specific. It does not overshadow imperfections because a person knows that he is not one-faceted. He knows that he can have both successes and failures. However, there is no problem with that. They are happy to accept constructive criticism to work on personality development in the best possible way.

Task 1.

The leader gives the participants small cards. He asks them to create their "house" on a piece of paper. They may also think of their picture, which shows them when they were happy. When they are finished, he asks them to imagine that they attach this card in a public place or on the main square in the city. The leader gives the participants 5 minutes. After 5 minutes he asks the participants to imagine that the pages would stay in these places forever, that someone would be able to read them even in half a century, e.g. their children, grandchildren. Again, gives participants a moment to imagine this situation.

After the experiment, he asks them to put the pages in their pockets or set them aside.

Asks questions;

1. What did you feel when you imagined that a piece of information about you was hanging in a public place?
2. Who could read it?
3. What could they do with this knowledge about you?
4. What did you feel knowing the card would be there forever?

After completing the task, participants can share what they wrote on the group forum

Task 2- Ice- breaker Clapping

The leader asks participants to sit comfortably on the chairs and put their hands on their knees. All participants are to clap at an even and calm pace; twice in the hands, then twice on the knees, repeating the scheme: hands - knees, hands - knees.

The leader practices with the group until the participants gain pace. Then at the first clap with his hands says his name and at the last name of the person to whom he gives the lead. The game lasts until everyone smoothly gives each other the lead.

Task 3. Self-esteem

Group work

The leader asks the participants "What is brainstorming?". Making sure that every participant knows what brainstorming is, the divides participants into two groups asking for a countdown of two. The instructor gives the participants: markers, flipcharts and asks the participants to write on them what self-esteem and self-assessment are. The leader assures the group that there are no wrong answers. After 10 minutes, he asks the teams to present their answers.

The leader summarises the exercise by supplementing it with a mini lecture that self-worth is a component of self-esteem.

Task 4

My self-assessment

How do I see myself?	What do I not like about myself?
What would I like to change about myself and why?	What do I like about myself the most?

Task 5

The leader gives the participants the worksheets " Key belief: collecting evidence confirming the validity of your beliefs ". The participants' task is to work with negative beliefs about themselves and confirm this belief based on evidence.

Example:

Belief: Nobody likes me

Evidence confirming my belief

Collect all evidence (evidence * through the use of evidence you prove to us that your beliefs are correct, true and healthy). Write down what you have and scan them.

Evidence:

1. I think nobody likes me because nobody talks to me during breaks

The leader explains that the evidence is something objective, and every person sees the same thing. So, this evidence is not enough. Also, the use of the word "nobody" is too general and then the leader may say: I like you, so your theory that "nobody" does, has just been abolished.

The exercise aim is to make the young person aware that what is in their head has no support in reality, and negative emotions arise through repetitive thoughts. Work with beliefs consists of:

Writing down unhealthy beliefs

Abolition of unhealthy beliefs

Taking conclusions

Replacing negative thoughts with healthy thoughts

This is how the exercise looks:

1. Unhealthy belief : Nobody likes me

2. Abolition: the use of the word "nobody" is too general and then the leader may say: I like you, so your theory that "nobody" has just been abolished.

3. In fact, maybe this thought is not healthy

4. Yes ... there are people who may not like me, I don't like everyone either. Everyone has the right to feel how they want. And I will focus on those who like me and whom I like and I will build a relationship with them.

Evidence confirming my belief

Collect all evidence (evidence * through the use of evidence you prove to us that your beliefs are correct, true and healthy). Write down what you have and scan them.

Task 6 Cobweb

The leader sits with the group in a circle and holds a ball of wool saying: I like to read, I do not like laziness. Then, holding the end of the ball, throws it to anyone from Group. The participant who received the ball says I like ..., I don't like ... and passes the ball onto another participant. As all participants will say what they like and don't like, the so-called cobweb. Then the last person who received the ball tosses the ball to the participant from whom he got it and again says what he likes and what he does not like. Continue the exercise until the ball of wool returns to the leader.

Task 7 – Imagery training (10 min)

Do you often have a lot of responsibilities on your mind?? Do you have so much to do that you forget to just BE? Having a moment for yourself doesn't require as much time as you think. You can be at different times during the day ... you can breathe reducing adrenaline production. You can spend a few minutes on it.

- When standing in line instead of killing time by checking your phone, pay attention to the colours and sounds around you. Challenge yourself and see if you can keep the attention focused on your feet touching the ground by breathing discretely counting up to seven, several times. 1-2-3-4-5-6-7

- When you stand at a red light, you have a choice. You can get frustrated and get impatient or browse the Internet, or you can have short moment alone with yourself. Take five deep breaths - very energizing. Look around the world. Smile broadly to yourself. Stay in that smile until the green light comes on.

- The next time the Messenger signal or text message rings, wait a moment before reaching for the phone. Breathe in and breathe out for a long time ... and again ☹ and again ☹ Take this time to breathe and observe yourself. Thanks to this you will see later that patience will start to accompany you more often

CHANGE ROUTINE:

- OBSERVE
- BREATHE
- WALK
- FIND A HOBBY

Have a nice weekend! Change begins with action.

EVALUATION SURVEY

Self-worth as a component of self-esteem

"The desire to become someone else is a waste of the person you are."

Dear Participant/Dear Participant,

We hope that the workshop was interesting for you and you could learn many interesting things. We want to receive feedback from you, so we will be very grateful for your time and for completing the questionnaire below.

The questionnaire is anonymous.

1. Did the workshop provide you with useful tips and techniques on how to deal with and analyze the situation in relation to decision-making about your working life and its stages?

Definitely yes Rather yes Rather no Definitely no

2. Did the workshop provide you with useful tips and techniques on how to build self-esteem?

Definitely yes Rather yes Rather no Definitely no

3. Do you feel that after this workshop you have more influence and chances to achieve your goals?

Definitely yes Rather yes Rather no Definitely no

4. Which part of the workshop did you like the most and why?

5. Was the topic of the workshop interesting for you?

YES NO

6. If YES, please list the topics that would be interesting for you.

.....

7. Additional commentary

.....

Thank you for completing the questionnaires!

A large grid of light pink dots for writing answers.





Competences and framework for social system youth workers.

DIPLOMA

It is confirmed that

(name)

He took / took part in the workshop entitled:

Self-worth as a component of self-esteem

“The desire to become someone else is a waste of the person you are.”

GROW IT UP - COMPETENCES AND FRAMEWORK FOR SOCIAL SYSTEM YOUTH WORKERS”

BE SMART method

Project No 2018-1-PL01-KA205-050049

Facility/School :

Workshop leader :

Date:

Place:

Programme co-financed by Erasmus+



Erasmus+