

# GROW UP! IT

Competences and framework for social system youth workers.



Erasmus+

BE SMART

# METHOD



Powiatowe Centrum  
Pomocy Rodzinie  
w Oświęcimiu



UK - Butterflies LTD



FERI

**BE SMART METHOD is one of the tools used in psychotherapy and coaching. According to this method, we ourselves have all the resources needed to achieve what we want and need and answer the question How to wisely like ourselves? Destructive beliefs about yourself and low self-esteem can hinder functioning in society and are a source of stress especially among young people.**

And yet the solution seems obvious - all you need is to like yourself, accept your flaws and imperfections, replace the concepts "I need" with "I want", "problem" with "situation".

The method uses the approach to the life of the Greek ancient philosopher Socrates. His favorite occupation was talking to people - Socratic dialogue. By asking questions, he made the interlocutor search for truth and wisdom.

As part of the work on improving and adapting the BE SMART method in therapeutic work, model scenarios for working with young people were developed along with full material - individual work cards and therapeutic cards. A training program has also been developed for use in the preparation of therapists, teachers, educators and guardians of young people at risk of social exclusion and those who are socially excluded. The materials indicate the necessary skills and knowledge that the user should have in order to be able to work using the BE SMART method.

The learning objectives - learning outcomes, in line with the qualification description standard and the developed training program have also been described in detail. The training program has a flexible structure, and its modules and modular units can be updated (modified, supplemented or replaced), without destroying the program structure, to adapt the content to make possible corrections and further additions.

Thanks to this:

- the teaching and learning process is aimed at achieving specific, measurable learning outcomes in the form of knowledge, skills and social competences enabling the performance of specific professional tasks,
- makes extensive use of the principle of transfer of knowledge, skills and social competences previously acquired by the participant in formal, non-formal education and informal learning in the work environment.

**Products developed under the BE SMART method:**

- a detailed description of the method after making adjustments to increase its universality in Polish and English,
- sample scenarios for applying the method in various problem situations in work with youth at risk of social exclusion and those who are socially excluded,
- a training program for therapists, teachers, educators and guardians of youth at risk of social exclusion and those who are socially excluded,
- multimedia educational materials (exercises, tasks, multimedia presentations and other),
- 30 individual work cards,
- 20 therapy cards.

The BE SMART program assumes skilful transformation of destructive beliefs into ones that will be supportive and healthy for us. It assumes finding a potential, self-acceptance and wise liking of yourself. It puts an emphasis

on learning about yourself, self-acceptance, liking yourself and your weaknesses, getting rid of barriers, gaining awareness of your own resources, ability to deal with stress, and thus acquiring skills that will help meet your needs and make functioning in society easier. All this should be done using simple and friendly methods and tools.

## Educational environment

The school environment is a place where children, young people of all ages, as well as teachers and educators spend a significant part of their lives. This is where the self-esteem, self-confidence, logical thinking, the art of asking questions, debates, conversations and healthy thinking often starts. Attending school is conditioned by law and often both parents and students must accept the school they will get assigned because of the regionalization. There is no problem when we have friends from our estate and the school becomes a place where we go with a smile every day. It is more difficult when the school and teachers do not meet the expectations of students, and the new situation itself can arouse fear in a new person. This can result in a loss of self-esteem or confidence if it has not been built at a healthy and stable level at home.

School is one of the most important stages in the life of a young person. It is at this time that development is the fastest and our attitudes are created. Education, especially the early one, has an impact on our entire life, on the decisions we will make in the future, on friendships that will be made, on interests, hobbies, things liked and disliked, and what kind of people we will be.

The task of educators is not so simple. In addition to providing knowledge, learning to write, read and everything related to this, the school, teachers, educators and employees supporting youth in foster care homes and educational institutions also conduct social education. They teach how to behave in many situations, teach culture, self-control, show the values of education and learn how to use it. Thus, people associated with education not only teach but also motivate young people to change, broaden their interests and deepen their knowledge.

This is not a simple task, especially nowadays, when education has ceased to be “fashionable” and more and more young people resign from further education after the age of 18, to take up a job in order to become financially independent. Many people also go abroad to work.

Often people, children from rural areas, have to travel to school, which of course is associated with considerable costs, not only financial, but also non-financial such as allocating time for fun or a long sleep. Finishing from primary school, choosing a high school, sixth form, college, apprenticeship, university or a job are one of the most important decisions in everyone’s life. It is these choices that shape our personality, allow us to orientate us to the goals that we want to achieve both at work and in private life, to be SMART.

Probably many of us remember finishing high school or sixth form. Depending on personality and experience, there may be negative or positive memories associated with this period. It is the school, the environment, teachers, educators and friendships that can be made that can influence life decisions regarding the professional future. The wealth that reality gives us means that theorists have different approaches to the theory of education. Many educators point to the opportunities offered by today’s world and openness in the search for effective methods of teaching and educating both young people and mature people that are still in education because they want it. “ Teachers are at the heart of the educational process. The more importance is attached to education - understood as the transmission of elements of culture, strengthening social cohesion and justice, and education of staff who are so important in modern, technology-based economies - the more important are the teachers who are responsible for this education ”

It was this responsibility in the nineteenth century that gave teachers the privilege of being the most important figures in education. It was the educator who stood on the pedestal of education and was in the center of attention, where didactics, teaching and education were closely related to him. Students were not taken into account, and teachers often behaved as if they were alone in the classroom, not giving students a chance to express their own opinion. At the turn of the century, everything changed, when it was found that the student is more important than the teacher and it is on them the mentioned theories should focus on. It is the student who should be in the spotlight.

An important change in the current theory of educating and educating young people was the position of an educator who was supposed to inspire students, motivate them to act, care for the intellectual development of pupils, and educate through teaching. " Education, which is the central category of research in teaching, can therefore be defined as interrelated learning and teaching processes with accompanying education ", which is a component of the BE SMART method.

Elements of the education process are very important in planning the educational program. If they are recognized in a general way, they are called tasks or final goals. They can also be the core curriculum for education. Then their scope is less general. We are then talking about intermediate goals, which may concern, for example, a single methodical case or a strictly defined educational setting. In the modern education system, the teacher and student should work together to form a whole on a partnership basis to achieve the synergy effect.

When taking into account different teaching models, whenever possible, one should not choose a teaching model before knowing the target group. Everyone is different, each group of people is different. The learning method can be different. Young people also like to work alone, having the opportunity to explore knowledge independently. As seen in the UK, people who have independent tasks to do, do so much more willingly and faster, often giving in the work before the deadline. Young people can discover interesting things and realise their passions by discovering the secrets of science. Empowerment (another component of the BE SMART method) is a useful form of education and developing a sense of self-confidence and self-esteem in young people. Often the managerial role of the teacher is retained with the active participation of students.

### **Features of a modern education model according to Czesław Kupisiewicz:**

- unity of learning and teaching; - unity of didactic and educational effects
- versatility - combining what is happening at school with life; - possibility of embracing
- didactic and educational activity with various work pace, knowledge
- degree of proficiency in the subject, aptitude or learning difficulties
- methodological and organisational flexibility.

Also, a very important issue is the elements of a common learning process. Wincenty Okoń is the creator of the 7- elements theory.

This theory is quite flexible and does not indicate the obligation for all seven factors to appear in one lesson. This theory is also the basis for creating the BE SMART method due to its timeless use in formal and non-formal education.

The 7 elements in the education process include:

- motives for teaching - learning (raising awareness of tasks and goals)
- acquaintance, method of transferring new material, methods of recording the information provided
- shaping generalisations
- developing skills
- shaping habits
- assessing and controlling learning outcomes
- close relationship between theory and practice.

The indicated elements are closely related to each other. They are commandments that show didactics how they should teach, so that it will bring the best results in teaching. Preparing educators is the starting elements that encourages or discourages students. Each new situation is associated with the fear that accompanies a young person. A new environment, class, classmates can make students feel fear of a new challenge. A teacher should 'come in' and lead young people through the first days, weeks at school, through new material. It depends only on the first impression on how we perceive each other.

## Building self-esteem - Self evaluation

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.

Samoocena 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 samoocena nie ma szansy na zmianę. Osoba nie jest odporna na krytykę, boi się opinii innych ludzi, dlatego często nakłada zbyt dużą energię na kontakty z innymi, za bardzo 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 are withdrawn, can cover their imperfections with laughter and devotion to others, because they want 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.

One of the tasks to be used in working with young people is the method of working with unhealthy beliefs based on work cards. Unhealthy beliefs cause unhealthy thinking and are often the cause of a depressed mood. A young person can create black scenarios, get entangled in unpleasant emotions and may have difficulty getting out of the impasse. That is why it is important for a young person to learn how to think healthy using the BE SMART method.



## Suggested work cards:

"Finding self-critical thoughts,"

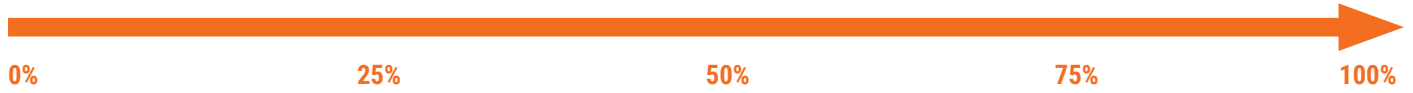
Data	Sytuacja	Emocje i doznania fizyczne ( ocena intensywności 0-100%)	Samokrytyczne myśli . Co dokładnie przyszło ci do głowy , gdy zaczęłaś czuć się źle ze sobą?  Ocena wiary 0- 10%	Pogarszające problem zachowanie

Comments

## Karta pracy "Ocena wiary w przekonanie"

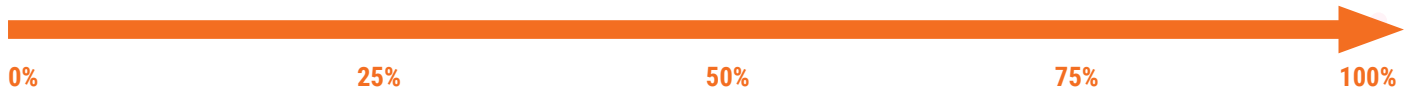
Ocena wiary w przekonanie:

Me

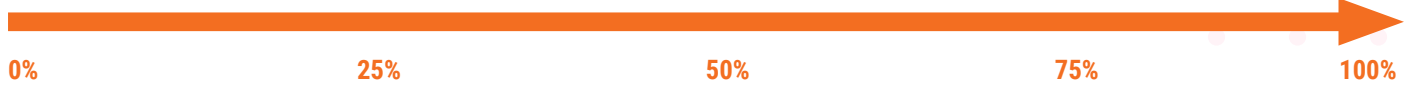


0 - 100%

Others



World



Comments



**Work card " Key belief: collecting evidence confirming the validity of your belief "**

Key belief: collecting evidence confirming the validity of your belief

Belief:

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.....

Evidence confirming my belief

Gather all the evidence (using evidence you prove that your belief is correct, true and healthy). Write them down and scan them.

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Comments:

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## Personality

" Personality " is a term that can have many meanings. Personality can be positive, negative, it can be dexterity or skilled in interpersonal relations. Then it is assessed in terms of abilities that can trigger the reactions of other people. Personality is also an impression that exerts on others. It can be an anxious, aggressive, submissive, positive or negative personality, etc. " Personality is what gives order and coherence to all types of human activities. Personality is a part of an individual that distinguishes him from others, is the most characteristic for a person, makes them what they really are. "

" In each of these cases, the observer chooses the trait or property that is highly characteristic of the individual and which probably forms an important part of the overall impression that the individual gives to others, and the personality of the individual is determined by that property. " The above definitions contain answers to questions that may raise doubts. Personality is a series of concepts that are very important in the characteristics of the desired attitude of a teacher, educator or a youth worker. Educator, regardless of what type of young people he is dealing with, what type of parents or guardians he meets every day, he should have psychological, methodological, pedagogical and specialist knowledge. It is not enough to have only theoretical knowledge in a given field. Predispositions and features are very important in a teacher's personality and his approach to certain difficult matters.

The world is progressing, so teachers have the opportunity to learn on a regular basis and can supplement their knowledge. Predispositions to the profession of an educator are either present or not. You can't teach them. However, you can learn methods used in education and work with young people based on the innovations of the world of education using modern methods of formal and informal education.

Stefan Szuman, a 'psychologist with a Renaissance personality, more than 20 years ago published a view that there is certainly no separate, innate trait that would be a specific and fundamental disposable basis for this talent. Although this is a significant passage of time, his view is timeless. Pedagogical talent is acquired by the educator's own work aimed at emerging from his individual personality structure his own pedagogical talent. "

BE SMART is a method based on respect, empathy, humanism, justice, self-respect, respect towards others, friendship and peace. These are the values that the BE SMART program teaches in its assumption. A human being is a complicated being, significantly different from another human being, but at the same time he is the most expensive being in life, priceless. It is the teachers and educators, especially in the early stages of a young person's life, that shape their further life path. It is the pedagogical craftsmanship, personality of the educator, teacher that will largely depend on the mental development of the pupil, his civic attitude or even happiness in his personal life. It's all about sensitivity to other people. The ability to cooperate and the understanding of the student's behaviour and his needs are very important. The whole range of positive features in a young person through the use of the BE SMART program will allow to incorporate positive features into the personality of the educated person. BE SMART is a program based on which a young person is led to full development and the educator " leads among the intricacies of life paths and constant choices, can wisely advise, cares for other people. He did not become a passive material of history and great political powers, but he was an independent subject, perpetrator of his own fate and co-creator of the prosperity of society "

## Main assumptions of the BE SMART program - learning objectives:

1. Acquiring competence to respect people for who they are, what they are, and not for their achievements or social status.
2. Acquiring the competence to express positive but also negative emotions
3. Acquiring competences for building self-esteem
4. Acquiring competences for building self-confidence
5. Showing the value of friendly contacts with peers without forcing people to like them or adapting to someone else's imagination.
6. Motivating for action and learning, but without internal pressure with a healthy self-esteem
7. People are fallible. Acquiring the competence to signal that a person, regardless of age, professional and life experience, has the right to be wrong.
8. Acquiring the competence to ask for help in any situation in which a person does not cope alone, or it is difficult for him to cope alone without the support of other people.
9. Acquiring competences to praise oneself and others, perceiving and praising positive behaviours, and expressing disapproval in a friendly and assertive manner when assessing a person's behaviour and not their own.
10. Internal dialogue. How to talk to yourself before making important life decisions.

Program EDU SMART wyposaża edukatorów w kompetencje stosowania metody w edukacji formalnej i nieformalnej. Uczy w sposób mądry, krytyczny, wrażliwy i zdrowy podejmowania życiowych wyborów, różnych możliwości do wyboru na indywidualnej, osobniczej, неповtarzalnej drodze do pełni rozwoju podmiotowej tożsamości, do pełnomocnego radzenia sobie w zmaganiach ze światem i losem życia. Wykorzystanie narzędzi BE SMART pomoże młodym ludziom odnosić sukcesy.

W myśl Seneki "Najmniej działa się tym, co się mówi, więcej tym, co się robi, a najwięcej tym kim się jest". The EDU SMART program equips educators with the competence to apply the method in formal and informal education. It teaches in a wise, critical, sensitive and healthy way to make life choices and have various options to choose from on a unique path to the full development of subjective identity. It shows how to deal responsibly with the world and the fate of life. The use of BE SMART tools will help young people succeed.

**According to Seneca, 'one does the least with what one says, more with what one does, and most with what one is'.**