



ERASMUS+ KA220- YOU – Cooperation partnerships in youth.
“CURIE – Changes for youth education in relationship management with Emotional Intelligence” - 2023-1-IT03-KA220-YOU-000160281

SKILL 2: SELF-ESTEEM

SLIDE 1

Theoretical concept:

Self-esteem, according to Branden, 2007 is:

1. Confidence in our ability to think, in our ability to face the basic challenges of life.
2. Confidence in our right to succeed and to be happy; the feeling of being respectable, of being worthy, and of having the right to assert our needs and wants, to achieve our moral principles and to enjoy the fruits of our efforts.

Ferrerós (2007) considers self-esteem to be the most important competence of emotional intelligence. This is because in today's competitive and complex society, self-confidence is necessary, as well as knowledge and intelligence, in order to get ahead.

As Alcántara (2001) states, self-esteem is generated as a result of the history of each person. This refers to the fact that the set of experiences, experiences, relationships... that a person experiences throughout his or her life will condition his or her self-esteem.

In relation to the structure of self-esteem, although some authors have argued that it is a single, global dimension, at present it is predominantly considered as a multidimensional structure, i.e., made up, in turn, of multiple dimensions (Ruiz de Arana, 1997). According to this approach, we have a concept of ourselves and, consequently, an evaluation of it, which is different in each of the relevant areas or contexts of our lives, such as, for example, the family, academic, physical or



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intellectual spheres. In this sense, a person may have a good self-concept in the family sphere, but not in the academic sphere, or vice versa. A consequence of this consideration is the need to enhance the different dimensions of self-esteem.

SLIDE 2:

DIFFERENCE BETWEEN SELF-ESTEEM AND SELF-CONCEPT

Self-esteem and self-concept are two sides of the same coin. Self-esteem is the positive or negative assessment we make of our self-concept based on the experiences, feelings and thoughts we have had throughout our lives. Both self-concept and self-esteem develop gradually throughout life, starting in childhood.

SLIDE 3:

Importance of Self-Esteem

Self-esteem is a fundamental human need. It is important because self-worth is a source of mental health and socio-emotional development, and positive self-esteem is the fundamental prerequisite for a fulfilling life. Whether we admit it or not, we cannot remain indifferent to our self-evaluation.

Its effect requires neither our understanding nor our consent, but works within us and directly influences our actions in a reciprocal causality, i.e. there is a permanent feedback between our worldly actions and our self-esteem. Our level of self-esteem influences our actions, and our actions in turn influence our self-esteem.

Healthy self-esteem correlates positively with our ability to achieve and be happy.

The higher and healthier our self-esteem, the more ambitious we tend to be, the more effectively we solve the problems in our lives, the more willing we are to have



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relationships that are more rewarding than harmful, the more open and appropriate our communications are because we believe our thoughts have value.

SLIDE 4:

Traits of high and low self-esteem

The characteristics of people with good or low self-esteem, in order to be able to observe and develop programmes to promote self-esteem:

- **GOOD SELF-ESTEEM:** Competent, confident, valuable, motivated by learning, will ask for help, responsible, supportive, effective communication, understanding, open, supportive, emotionally balanced, initiative, autonomous, optimistic, creative, makes an effort, seeks solutions to problems, recognises his or her mistakes...
- **LOW SELF-ESTEEM:** Mistrust of self and others, feeling of inferiority, shy, critical, uncreative, inappropriate behaviour (aggressiveness, sudden changes of mood...), anguish and anxiety crises, indecision, discouragement, laziness, shame, guilt complex, fears, hypersensitivity, envy, avoids activities to avoid making mistakes, deceives, lies and blames others, the opinion of others dominates his decisions... (Martínez-Otero Pérez 2007, p.72).

SLIDE 5

Strategies for building self-esteem:

Consciously implementing the following strategies can help young people develop healthy self-esteem, which is crucial to their overall well-being and success in life:

1. Recognition and praise:



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- a) Specific praise: Instead of giving general praise such as "Good job", use specific praise that recognises specific efforts, e.g. "You did a great job organising your homework today".
- b) Recognise effort: Value the effort and not just the result. This helps young people understand that the process is as important as the end result.
- 2. Encourage independence:
 - a. Decision-making, feeling more in control and empowered.
- 3. Develop social skills:
 - a) Sense of belonging to a group.
 - b) Open communication: expression of thoughts and feelings.
- 4. Model healthy self-esteem:
 - a) Being a positive role model
 - b) See "buts" as learning opportunities.
- 5. Positive and supportive environment:
 - a) Constructive feedback: Provide constructive feedback rather than negative criticism, focusing on how they can improve rather than what they did wrong.
- 6. Promote self-acceptance:
 - b) Self-acceptance: Encourages the idea that it is okay to be imperfect and that everyone has strengths and weaknesses.



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- c) Avoid comparisons: Help young people understand that comparing themselves to others can be harmful and that each person has their own pace and path.

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