

## How are you with self-confidence ?

### Key message

Young people with low self-esteem and self-confidence are particularly vulnerable to the rhetoric of violent extremism. Thus, it is necessary to be able to detect youngster' level of self-esteem and consider how it affects their social behaviour. This activity offers a brief screening to evaluate self-esteem level in everybody's life and how it affects our well-being.

**Key words:** self-esteem, self-assessment

### Summary

Self-confidence is the value we confer to ourselves, it brings us to feel we are valuable persons, gives us security and enable us to have respectful and fair relations. It is critically important to identify our level of self-confidence and to identify the characteristics of a low/high self-esteem which affect the way we perceive our environment.

Module	Group size	Group age	Duration
<ul style="list-style-type: none"><li>• Prevention</li><li>• Exit strategies</li></ul>	<ul style="list-style-type: none"><li>• individual</li><li>• small</li><li>• medium</li></ul>	<ul style="list-style-type: none"><li>• 12 - 15</li><li>• 16 - 19</li></ul>	<ul style="list-style-type: none"><li>• 30 min</li><li>• 45 min</li><li>• 1 hour</li></ul>

### Purpose

- Screen the level of self-confidence.
- Think about the influence of self-appraisal on our behaviour and the way we perceive our environment.
- Identify characteristics associated with a low/high self-esteem.

### Description

Introduce the activity asking participants if they consider they are happy in life.

**Step 1:** Ask them to fulfil the first part of the questionnaire (*see handouts*): Distribute a brief questionnaire to the participants and ask them to fulfil the first question about how positive they consider their life using a scale from 1 to 10.

**Step 2:** Ask them to fulfil the second part of the questionnaire. They have to enumerate the different statements and rate whether they agree or not on a scale from 1 to 5 (1=strongly disagree and 5=strongly agree). Indicate them they can fill in blank if they don't know or don't want to answer. This is followed by indications for its correction.

**Step 3:** Each participant corrects its own questionnaire (reminding the obtained rating) and gives it to the teacher/trainer/educator who will again distribute questionnaires randomly so that participants can comment questionnaires from other persons. *Is there any relation between a low self-esteem and a low satisfaction in life? What could be the reason for that?*

**Step 4:** Make a pause to consider the influence of the value we confer to ourselves (self-confidence) in our behaviour and the others'. (e.g. with a low self-esteem I can feel insecure, be very sensitive to criticisms and answer aggressively).

## Materials needed

Blackboard, paper, pen, Handouts »Brief Self-esteem questionnaire« (this questionnaire is orientative).

## Methodology

Self-assessment

## Advice for Trainer

- Prepare previously a short questionnaire (such as the one from the example) and a list of characteristics associated with low self-confidence.
- This activity can be done at individual level or with families, following the same steps as described in the dynamic. It is focused on the detection of people with a low self-esteem, thus it is recommended to combine it with other dynamics dealing with strategies to reinforce self-concept and self-confidence.

## Source / Literature

Gómez A. (1998). Programa para la mejora de las habilidades sociales y la autoestima. *Premios Joaquín Sama a la Innovación Educativa*. Junta de Extremadura.

## Handouts

HANDOUT: HOW ARE YOU WITH SELF-CONFIDENCE?



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*How are you with self-confidence ?*. Retrieved %s, from %sSunday January 5, 2025 from <https://toolbox.ycare.eu/courses/YCARE137/>

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Co-funded by the  
Erasmus+ Programme  
of the European Union



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