



## Approach for Education

CPD Building Confidence, Emotional Intelligence, Self-esteem, Resilience and Raising Attainment

**BetterMe**  
Andrew Farquharson



# *Building up CPD Building Confidence, Emotional Intelligence, Self-esteem, Resilience and Raising Attainment*

The purpose of this CPD is two fold. One is to enable an educator (used in its widest sense) to develop and learn new skills in the traditional manner of CPD. Secondly, the learner also goes through the Approach themselves, this will build up their confidence, self-esteem, emotional intelligence and increase mental well-being.

The BetterMe (BeMe) Approach for Education is an innovative applied positive psychological CPD Approach that equips learners with the self-awareness, control, skills and resources that they need to flourish in life.

The Approach brings together up-to-date scientific research and the insights gained over many years of experience in a unique and dynamic manner.

The Approach is interactive and fun. It enables the learners to develop self-awareness and build resilience through discussions and exercises.

By undertaking the Approach, learners are helped to build an internal locus of control, the belief that they have the power to affect what happens to them in their lives and therefore raise their attainment.

Research has demonstrated that your locus of control and self-esteem impact on a range of educational, psychological and health related outcomes.

*Gale, C.R, Batty, G.D, and Deary, I.J (2008). 'Locus of Control at Age 10 Years and Health Outcomes and Behaviours at Age 30 Years: The 1970 British Cohort Study.' Psychosomatic Medicine, 70 397-403*

*Atrens, (2001) Eiser, et al (1985). Belief in relation to addiction.*

*Cohen, S, Tyrrell, D, and Smith, A (1993). 'Negative life events, perceived stress, negative affect, and susceptibility to the common cold.' Journal of Personality and Social Psychology, 64 (1) 131-140*

*Adolfsson, B, Andersson, I, Elofsson, S, Rössner, S, and Undénc, A.L (2005). 'Locus of control and weight reduction.' Patient Education and Counseling, 56 55-61*

*Averill, P.M, Diefenbach, G.J, Stanley, M.A, Breckenridge, J.K, and Lusby B.L (2002). 'Assessment of shame and guilt in a psychiatric sample: a comparison of two measures.' Personality and Individual Differences, 32 1365-1376*

*Baum, A, Fleming, R, and Reddy, D.M (1986). 'Unemployment Stress: Loss of Control and Learned Helplessness.' Social Science and Medicine, 22 (5) 509-516*

*Blair, A and Leyshon, G (1993). 'Imagery effects on the performance of skilled and novice soccer players.' Journal of Sports Sciences, 11(2) 95-101*

*Ferguson, T.J, Stegge, H, Miller, E.R, and Olsen, M (1999). 'Guilt, shame, and symptoms in children.' Developmental Psychology, 35 (2) 347-357*

*Lyubomirsky, S and Tkach, C (2004). 'The consequences of dysphoric rumination.' Depressive Rumination: Nature, Theory and Treatment, 2 21-41*

*Werner (1984). 'Resilient children.' Young Children, 40 (1) 68-72*

*Li-Ya, Wang, Edward, Kick, James, Fraser, Thomas, Jerome & Burns Status Attainment in America: The Roles of Locus of Control and Self-esteem in Educational and Occupational Outcomes Sociological Spectrum, Volume 19, 1999 - Issue 3*

## **General Outline of the BetterMe Approach for Education.**

3 Units, 30 hours in total. Plus 1 face to face session with each learner. Upon successful completion of all 3 units the learner would be able to deliver the BeMe Approach within their education setting.

Classically, each unit would consist of 1 x 4hour seminar/workshop at least a week apart plus 6 hours individual study/exercises/actions/case studies.

However, the CPD can be delivered partially online over a longer time scale.

Or a bespoke programme can be designed to best suit different institutions

### **Topics covered include:**

Helping the learner to understand and to be aware of the importance of their beliefs and ways of thinking.

Identifying any unhelpful beliefs and ways of thinking

Identifying educational/work and home life areas in which they felt powerless and helping the learner to feel more powerful and in control in relation to these.

Helping the learner to challenge any social anxiety, build self-esteem and resilience.

Helping build self- efficacy, self-awareness, self-regulation, motivation, empathy and social skills.

Providing the learners with tools and techniques to manage their emotions and build emotional literacy.

Helping them to think about goals for the future and how they would achieve them.

The success formula.

There is an online workbook which contains a basic outline of the material covered in each of the group session as well as exercises to be completed in each of these meetings.

The people who are more resilient, who feel in control of themselves, who have better self-esteem and who demonstrate self-efficacy, self-awareness, self-regulation, motivation, empathy and social skills will not only flourish themselves but also help others to thrive too. Studies show that people with emotional intelligence skills are not only more productive, they are also physically and psychologically healthier.

### **Unit 1 Outcome:**

#### **Belief Systems:**

The learner will demonstrate they understand and know how belief systems are formed.

Be able to recognise limiting beliefs and the effects that they have.

Be able to implement changes to their belief system

#### **Cognition:**

Understand that the way they think effects the way we feel psychologically and physically and the choices we make

Develop ways of managing their thinking

Understand and explain Coue's law of reversed effect (Brooks, 1922)

#### **Locus of Control:**

Know what locus of control is and the effect it has on the way people think and behave

Know and explain the difference between locus of control and desire for control

Understand basic strategies for changing locus of control

## **Unit 2 Outcome:**

### Self-esteem:

Understand what self-esteem is and how it is formed

How to build self-esteem

Process positives

### Social Anxiety:

Understand social anxiety and its implications

Understand how to lessen the effects of social anxiety

### Attainment Formula:

Understand the relationship between, locus of control, self-esteem and social anxiety

### **Unit 3 Outcome:**

#### Unhelpful thinking styles:

Understand and recognise the role that unhelpful thinking styles have in maintaining our limiting beliefs

Understand how to change thinking styles

#### Language:

Understand and recognise how our use of language maintains and reinforces limiting beliefs.

Understand the difference between passive, active, negative and positive language

Understand how to change the language we use

#### 'Reset button' (specific ways to help take control):

Understand and implement the use of the 'reset button'

#### Goal setting:

Understand what a goal is

Understand what steps are necessary to achieve the goal

Understand how to integrate the BetterMe Approach into their early years setting, school, college, etc.