

Self Awareness. The first step towards self knowledge is self awareness. Discovering more about who we are empowers us with the confidence and honesty to live authentically. While building a positive, comfortable environment develops the culture of trust that supports our self exploration.

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Who am I?

Purpose

Explore the many factors that shape who we are as individuals. Share these with peers to deepen relationships and develop class community.

Can symbols define us?

Purpose

Use symbols to represent different aspects of our identity—those aspects that define us and those we share. Reflect on whether using symbols may influence how we see ourselves.

Is my self knowledge shared?

Purpose

Practise using feedback to develop an awareness of how important communication is in building a safe environment for sharing perspectives and 'seeing' ourselves.


Lesson Plan: Is my self knowledge shared?

Lesson support:

- Click on the lesson plan for a detailed guide to each activity.
- There are supporting notes beneath each slide
- Note: Most CfL activities work best when the teacher does them with the students.

Equipment needed:

- Pencil, paper, computer, projector (optional adjectives lists printed out)



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Lesson Guide – Is my self knowledge shared?

Purpose : Practise using feedback to develop an awareness of how important communication is in building a safe environment for sharing perspectives and 'seeing' ourselves.

Equipment needed: Pen, paper, computer, projector (optional printed blank Johari window and adjectives list)

Lesson timings (40 minutes): The timings are just a guide. The lesson can be delivered as a whole, in sections, or if there is a rich discussion in one section, take the time and allow that to develop.

Pre-Work:		
Teachers		
Students		
Lesson structure	Lesson Content	Resources / Comments
Class Environment Remind learners how a classroom that explores CfL topics needs to look, feel and sound.	Share the 5C's of the CfL classroom to create a respectful, safe atmosphere and to build trust with each other. Together we are growing a creative, critical, caring, collaborative environment where positive, supportive communication is developed through listening, sharing and building on ideas.	5C Slide Notes to support teachers to expand on each point are in the slide notes.
Check-In Individually (3 mins)	Learners complete a 2 minute guided mindful practice The video can be played from present mode.	If this is the first time students have done a class meditation, let them know that it is ok to lose concentration, smile, and find it a bit uncomfortable.

Lesson Video Guide: Is my self knowledge shared?

Lesson support

Click on the video for a short introduction on how to approach this lesson.



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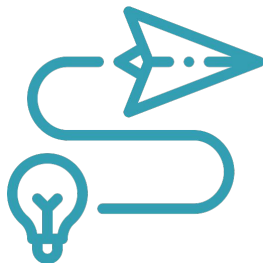
Unit: Unde



The 5 C's



Collaborative



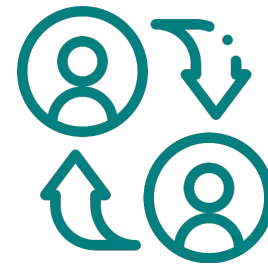
Creative



Caring



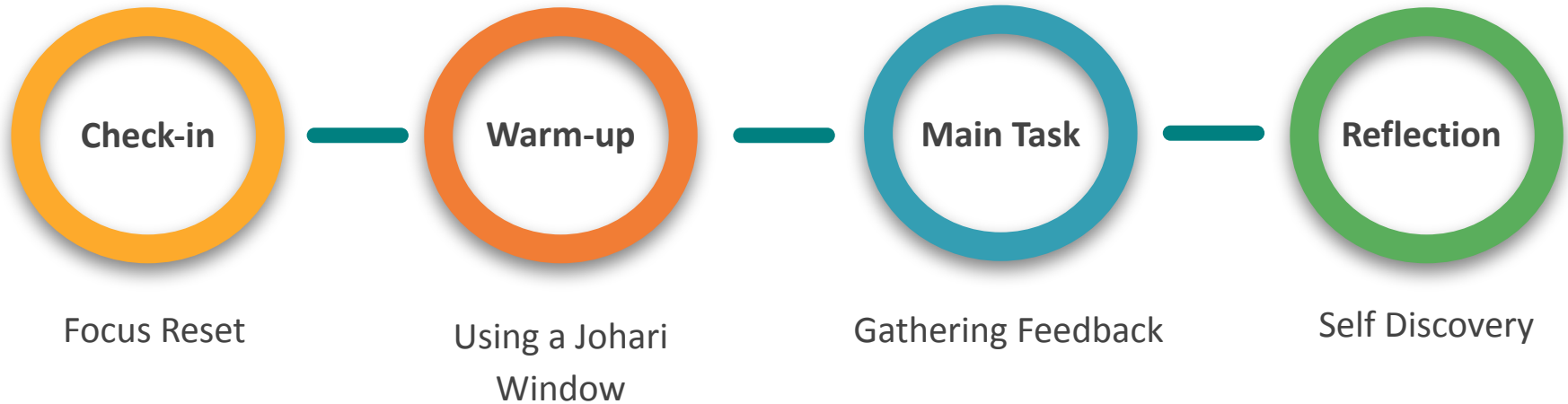
Critical



Communication

Lesson guide: Is my self knowledge shared?

Practise using feedback to develop an awareness of how important communication is in building a safe environment for sharing perspectives and 'seeing' ourselves.



Benefits of mindful practice:

- By paying attention to our breath, we can relax our mind.
- Quietening our mind helps us develop self-compassion and acceptance.
- Providing space to consider how we are feeling, helps us recognise we are not our thoughts.



☀️ Warm-up: Getting Comfortable with Feedback?

In Pairs

Discuss:

- Why do we receive feedback?
- Why is feedback important?

Play the video, compare the reasons for feedback in the video with the reasons you decided in your pairs. Use the scale to assess:

- How comfortable are you at giving your peers feedback?
- How comfortable are you at receiving feedback from your peers?





Warm-up: Using a Johari Window

Whole
Group

Open Self

You know it and I know it.

Blind Self

You know it but I don't know it.

Hidden Self

I know it but you don't know it.

Unknown Self

Neither of us know it (yet).

Open Self

I love teaching

Blind Self

You love coming to this class.

Hidden Self

I love teaching you

Unknown Self

?

Teacher models how each Johari quadrant can be used



Warm-up: Using a Johari Window

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Open Self

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Blind Self

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Hidden Self

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Unknown Self

?

Ask learners to help you (the teacher) create your Johari window



Main Task: Students' Johari Window

In Pairs

Open Self

You know it and I know it.

Blind Self

You know it but I don't know it.

Hidden Self

I know it but you don't know it.

Unknown Self

Neither of us know it (yet).

Open Self

?

Blind Self

?

Hidden Self

?

Unknown Self

?

Your turn: Take it in turns to ask each other the quadrant questions.



Main Task: Self Selection

Individually

Write down/Circle
8 adjectives that best
describes you.

Able	Accepting	Adaptable	Bold	Brave	Calm	Caring
Cheerful	Clever	Complex	Confident	Dependable	Dignified	Energetic
Extroverted	Friendly	Giving	Happy	Helpful	Idealistic	Independent
Ingenious	Intelligent	Introverted	Kind	Knowledgeable	Logical	Loving
Mature	Modest	Nervous	Observant	Organized	Patient	Powerful
Proud	Quiet	Reflective	Relaxed	Religious	Responsive	Searching
Self-assertive	Self-conscious	Sensible	Sentimental	Shy	Silly	Smart
Spontaneous	Sympathetic	Tense	Trustworthy	Warm	Wise	Witty

Adjectives List



Main Task: Peer Selection

Individually

Repeat the task but this time complete it for your partner:

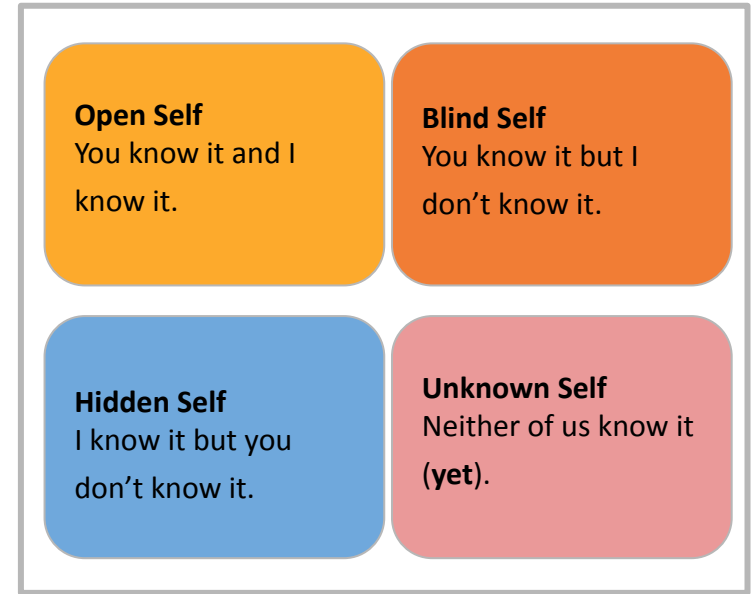
Select 8 adjectives that best describe your partner.

Able	Accepting	Adaptable	Bold	Brave	Calm	Caring
Cheerful	Clever	Complex	Confident	Dependable	Dignified	Energetic
Extroverted	Friendly	Giving	Happy	Helpful	Idealistic	Independent
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Adjectives List

Next:

- Circle the words you both selected.
 - Which quadrant would you put these shared adjectives in?
- Circle the words that only you selected for yourself.
 - which quadrant would you put these self-selected adjectives in?
- Circle the words that only the other person selected.
 - Which quadrant would you put these peer-selected adjectives in?



Discuss:

- How can you make the open self quadrant larger?
- Why would you want to make this open quadrant larger?
- How does communication and sharing help build trust and deepen our relationships?

Open Self

You know it and I know it.

Blind Self

You know it but I don't know it.

Hidden Self

I know it but you don't know it.

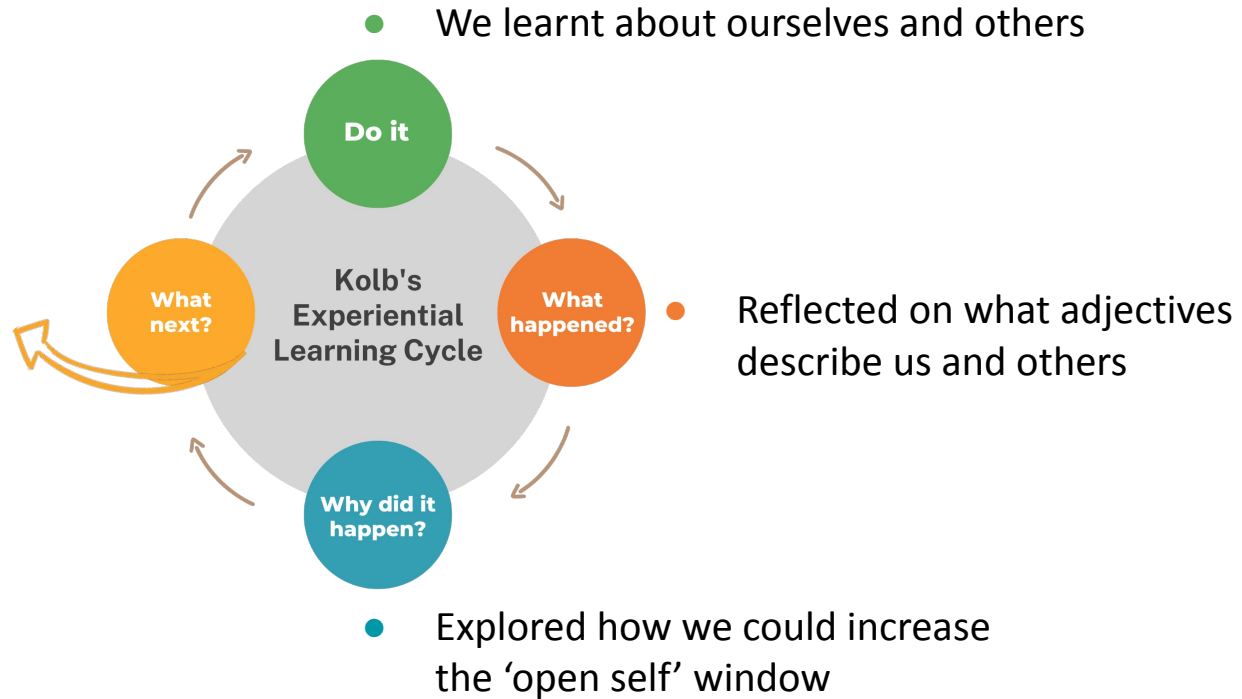
Unknown Self

Neither of us know it (yet).



Check-out: What next?

- How can you use what you have learned in the future?
- Example: In the week ahead, identify how often you share information about yourself to increase your open quadrant.



How was this lesson produced?

This lesson was co-created with youth, educators and topic experts from around the world.

Together, we:

- Discussed what, why and how we'd like to learn
- Curated resources
- Created experiential learning activities
- Weaved in evidence-informed approaches
- Built-in opportunities for reflection and contextualisation





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