



Lesson 14: What do you see?

To raise self-awareness and a better understanding of how we see ourselves and how we might be perceived by others, and therefore choosing appropriate behaviour for different situations.

Level: Pre-intermediate and above (equivalent to CEF level B1 and above)

Time: 60 mins

Materials: Handouts/image

How to use this lesson: This lesson can be done in class but if you are short of time, parts of the lesson can be done at home as a written exercise. Try to allow time in class for students to discuss the different exercises. This will give them useful practice with asking and answering questions, as well as an opportunity to use the lesson vocabulary.

Procedure

Lead-in – 15 minutes – “What do you see?”

Purpose: To encourage the students to realise that each team member/co-worker “sees a different picture”.

Tell students they have 60 seconds to look at the picture and then identify colours in the picture. Time them and when one minute is up, call out “Time’s up!” Ask them: “how many people identified three colours?”; “How many people identified four colours?”; “Five colours?”; “More than five colours?”

Ask learners to tell you the names of the colours they saw (start with those students who identified FEWER colours). Write them up on the flipchart. Some people will respond with colours like pink, orange, green, yellow and others with raspberry, gold, mauve etc. If they do not, you can tell them that you see these colours.

Quick debrief: Just as different people see different colours (and some may well see more because of particular awareness of colour or an art background etc.) so life has painted with different colours a picture into our lives. Few of us have had the same life experiences as the person sitting next to us (thought we might think that we do!).

Try to get the group to come up with what this exercise tells us about perception.

(If you unable to make coloured handouts, project the image overleaf onto a screen or wall.)

The Johari Window exercise

Warm-up activities: Brainstorm what types of things might go in the different boxes. You could do this around a fictional character created by the whole group, eg “Henry, age 21, student in final year, has a girlfriend” etc. – this can be really fun and usually generates a lot of talking and speculating!

Have a list of the items on the ‘knowing yourself scale’ or put these onto cards. Split the class into groups and ask them to come up with ways these skills/qualities are expressed and how you know someone has them.

Handout: The Johari Window

This is a way of thinking about yourself in the world. It is a way of examining how you see yourself and how you believe others see you.

	I know this about myself	I do not know this about myself
Other people know this about me	OPEN (the public me)	BLIND (how you see me)
Other people do not know this about me	HIDDEN (what I do not tell you about me)	UNKNOWN (what would I be like in a new situation?)

- ▶ **OPEN:** All the things you know about yourself which you do not mind other people knowing. You might even want people to know these things about you.
- ▶ **BLIND:** Things which other people know about you that you don’t know. (Often good things because most people are very hard on themselves.)





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- ▶ **HIDDEN:** Things that you know about yourself but are hidden from the world. I know these things about myself but I don't want other people to know them.
- ▶ **UNKNOWN:** This is what might be possible for you to be (but you don't know it because it hasn't happened yet).

The aim is to get to know yourself better. This means the 'open' window gets bigger (you gain self-awareness).

Exercise 1 – Complete the Johari window

- ▶ complete the **OPEN** section yourself
- ▶ ask a fellow learner/colleague to read the OPEN section and add things to the **BLIND** section
- ▶ think about the **HIDDEN** section (complete it only if you want to)

Exercise 2 – Use the 'Knowing yourself scale' to rate yourself in the listed headings

Knowing yourself scale

Rate yourself from 1-10 on the following scale by placing an 'X' in the appropriate box. (1=lowest 10=highest)

	1	2	3	4	5	6	7	8	9	10
Confidence										
Social skills										
Ability to communicate										
Creativity										
Caring for people										
Assertiveness										
Being open										
Listening										
Spontaneity										
Genuineness										

Exercise 3 – Complete the box, answering the question: "How do you feel about yourself and what would you like to improve?"



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Exercise 4 – Fellow student rating scale

Check out the **BLIND** section by asking a fellow learner/colleague to rate you from 1-10 on the following scale by placing an 'X' in the appropriate box. (1=lowest; 10=highest)

	1	2	3	4	5	6	7	8	9	10
Confidence										
Social skills										
Ability to communicate										
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Caring for people										
Assertiveness										
Being open										
Listening										
Spontaneity										
Genuineness										

Wrap-up – Compare Exercises 2 and 4.

1. Where do the way people see you and the way you see yourself match?
2. Where does the 'X' on the 'Fellow student rating scale' rate higher than you rated yourself?
Where does the 'X' on the 'Fellow student rating scale' rate lower than you rated yourself?
3. Why do you think the ratings are different?
4. How can these help you improve or influence your journey to improve on the goals you set in Exercise 3?



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Student Worksheet



What can you see?

Student's Copy

CAREER / WORK



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Exercise 1 – The Johari Window

How you see yourself and how you believe others see you.

	I know this about myself	I do not know this about myself
Other people know this about me	OPEN (the public me)	BLIND (how you see me)
Other people do not know this about me	HIDDEN (what I do not tell you about me)	UNKNOWN (what would I be like in a new situation?)

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Exercise 3 – Fill in the page below, answering the question:

“How do you feel about yourself and what would you like to improve?”

Exercise 4 – Fellow student rating scale

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	1	2	3	4	5	6	7	8	9	10
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Social skills										
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