MODULE #1: Self-Awareness and Self Knowledge

Objectives:
- Participants will recognize their personal strengths and enhance their self-image.
- Participants will be provided an opportunity to compare their positive self-concepts with others' positive perception of them.
- Participants will be introduced to the concept of self-disclosure.
- Participants will reflect and write their thoughts in their journals.

Context

Before you can start to lead others, you must first know how to lead yourself. This has been the key to becoming a leader since the days of Socrates and Aristotle. "Know thyself" was the inscription over the Oracle at Delphi, the Greek mecca of wisdom. It is by this principle that the great leaders of the past, present, and future gain an effective followership and achieve their goals. Leadership guru, Warren Bennis, states, "Know thyself means   separating who you are and who you want to be from what the world thinks you are and wants you to be."

Handouts & Resources Needed:
Handout 1.2: In My Teens
Handout 1.3: Who Am I?
Handout 1.4: Identity Cube
Handout 1.5: Masks
Handout 1.6: The Johari Window
Handout 1.7: Changing a Failure Identity Through Rational Self-Awareness
Sheet of paper - one for each participant
Pens/pencils
Post cards
Journals
Color pencils/crayons

Activity #1: Icebreakers-introduction (10 min)

Procedure:
- Provide a summary of what the Personal Growth Module is about.
- Provide participants with journals and ask them to record their thoughts and answers to questions as instructed throughout the program.
- Select from the following activities to focus on as necessary.

Activity #2: Understanding Human Development (30 min)

Procedure:
- Icebreaker

- The purpose of this activity is for students to understand human development and be better prepared for the unexpected changes. They will need to learn what to expect in order to take adequate measures.
- Explain to participants that as human beings we go trough a series of developmental stages during our life span. The major periods of human development include: prenatal (conception-birth), infancy and toddlerhood (birth-2 years), early childhood (2-6 years), middle childhood (6-11 years), adolescence (11-18 years), early adulthood (18-40 years), middle adulthood (40-65 years) and late adulthood, 65 years-death (Berg, 2007).[1]
- Focus on adolescence to relate to the group. For more information visit: http://kidshealth.org/parent/growth/growing/adolescence.html
- Ask participants to fill out the activity worksheet, "In my teen years" (Handout 1.2) to think about their developmental milestones.
- Ask participants about what they learned in this session. If they don't feel comfortable talking about it, ask them to write their responses or concerns in their journals. Make sure to respond to the journal entries.
- Debriefing

Activity #3: Who Am I? (55 min)

Procedure:
- Icebreaker
- The purpose of this activity is to remind participants about the importance of knowing ourselves.
- Provide participants Handout 1.3: Who Am I? And ask them to write three words describing who they are (example, teacher, mother, wife).
- Engage in discussion based on the responses on status-oriented (student, husband, father, daughter, son, catholic) and value-oriented (affectionate person, caring, loving, free, generous) responses.
- The facilitator will explain that neither of these two types is necessarily better than the other and that up to 30 or 40 years ago, most people defined themselves in terms of their jobs.
- Ask for volunteers to share their responses.
- Ask how many of them are status-oriented and how many are value-oriented.
- Debriefing

Activity #4: Building self identity (55 min)

Procedure:
- Icebreaker

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[1] Berg, Laura E. (2007). *Development Through the Lifespan (Fourth Edition)*, pp. 361-427. Boston, MA: Pearson Education, Inc

- Explain to participants that building self identify is important to be able to face challenges with dignity and respect for ourselves and others. This activity will help build participants' sense of identity in belonging to a particular cultural group.
- Have participants participate in Identity cube activity.
- Ask participants to break up into groups of 5-7 students *(only done if group is more than 10 students)*
- Distribute Identity cube and pencil to each student (Handout 1.4).
- Each student completes the identity cube individually. The cube should be completed based on how the students see and define themselves, not how others see them.
- Small group discussion: Each member of the group should share their cube. Each person should name one aspect of their culture in which they take pride.
- Point out the importance of maintaining one's culture.
- Debriefing

Activity #5: Inside/ Outside Masks (55 min)

Procedure:
- Icebreaker
- Like activity number 4, this activity serves to build a sense of identity.
- Distribute Handout 1.3 and crayons.
- Ask students to draw two masks: one depicting what they look like on the outside and the other depicting what they "look" like on the inside. The outside mask can include how they think others perceive them.
- Ask 3 - 4 people to share their masks.
- Debriefing

Activity #6: The Johari window (55 min) (For advanced students)
- Icebreaker
- The purpose of this activity is for participants to learn more about themselves.
- Describe what the Johari Window is: It is a diagram showing four different selves and how the awareness or otherwise of these aspects of our self by others and ourselves leads to four categories (The public self, the private self, the blind self and the undiscovered self). Refer to Handout 1.6.
- Explain that increased self-disclosure generally leads to greater self-awareness. Explain that the concept of self-disclosure refers to the sharing of information about oneself with others either consciously or unconsciously. The facilitator may also describe why members are initially reluctant to self-disclosure but gradually begin to do so. With appropriate self-disclosure in groups, cohesion and group morale generally increase. The facilitator should note that personal information should not be disclosed during this exercise.

- Provide the handout titled "The Johari Window" (Handout 1.6) and ask participants to form small groups of 2. Then, have each member draw the Johari window representing himself/herself and then draw one for his/her partner. These drawings should be made privately.
- The partners share their drawings with each other. Each describes the reasons for drawing the window the way they have. The partners discuss the similarities and differences of their drawings; for example, why did he/she draw him/herself as not being very open while the partner drew him/her as being a very open person.
- Now the whole class will discuss the advantages and disadvantages of this exercise.
- Debriefing

Activity #7: Improving Self-Concepts (55 min)
- Icebreaker
- Facilitator reviews some examples of irrational self-analysis.
- The facilitator explains that a negative self-concept stems from negative and irrational self-talk and then challenges this self-talk with rational self-challenges (Handout 1.7).
- The facilitator instructs participants to write a rational self-analysis in their journals, in which they examine their self-concepts.
- Once participants have written a self-analysis, ask for 1-2 volunteers to share with the class what they wrote.
- Engage in a discussion on self-concepts and what was learned from the exercise.
- Debriefing

Activity #8: Media influence (55 min)
- Icebreaker
- As society enters new technological transformations, varied forms of media outlets increase that serve different purposes. Media plays a very important role in building self-awareness and self-knowledge. Some people argue that media perpetuates youth violence and influences risky behaviors such as body imagine, sex, and drugs through the messages portrayed. However, media can also have a positive influence on people.
- Engage in discussion on how media influences how we view ourselves:
  o Provide examples of media (magazines, TV, newspapers, internet).
  o How can media have a positive influence (ex: attention to sports; alerts, whether, etc)?
  o What are the images that media portrays of Hispanic youth and the community? How about body image?
- Debriefing

Handout 1.2

In My Teens

Thoughts about relationships:

Experiences I've found most valuable or satisfying:

What I value now:

My family plans and goals:

Important decisions I must make:

How I spend my time:

New skills and interests:

My goals for the next ten years:

Handout 1.3:

Who Am I?

Write three words describing who you are (example, student, son/daughter, Christian).

1.

2.

3.

Handout 1.4

Identity Cube

How I view myself

Handout 1.5:

Masks

Draw two masks: One depicting what you look like on the outside and the other depicting what you look like on the inside. The outside mark can include how you think others perceive you.

The Johari Window

The Johari Window is a very useful way of understanding how our self may be divided into four parts that we and others may or may not see.

The Basic Johari Window

Below is a diagram of the standard Johari Window. It shows the four different selves and how the levels of self-awareness and how others are aware of this self lead to these four categories.

	What you see in me	What you do <u>not</u> see in me
What I see in me	**The Public Self**	**The Private (or hidden) Self**
What I do <u>not</u> see in me	**The Blind Self**	**The Undiscovered Self**

1. **The Public Self**

   The Public Self is the part of ourselves that we are happy to share with others and discuss openly. Thus you and I both see and can talk openly about this 'me' and gain a common view of who I am in this element.

2. **The Private Self**

   There are often parts of our selves that are too private to share with others. We hide these away and refuse to discuss them with other people or even expose them in any way.

   Private elements may be embarrassing or shameful in some way. They may also be feared or avoided being discussed for reasons of vulnerability.

   Between the public and private selves, there are partly private, partly public aspects of our selves that we are prepared to share only with trusted others.

3. **The Blind Self**

   We often assume that the public and private selves are all that we are. However, the views that others have of us may be different from those we have of ourselves. For example a person who considers themselves as intelligent may be viewed as arrogant and socially ignorant by others.

Our blind self may remain blind because others will not discuss this part of us for a range of reasons. Perhaps they realize that we would be unable to accept what they see. Perhaps they have tried to discuss this and we have been so blind that we assume their views are invalid. They may also withhold this information as it gives them power over us.

4. The Undiscovered Self

Finally, the fourth self is one which neither we nor other people see. This undiscovered self may include both good and bad things that may remain forever undiscovered or may one day be discovered, entering the private, blind or maybe even public selves.

Between the Blind and Undiscovered Selves, are partly hidden selves that only some people see. Psychologists and those who are more empathetic, for example, may well see more than the average person.

Four personas

Associated with the Johari Window, we can define four different personas, based on the largest 'self'.

1. The Open Persona

Someone with an open persona is both very self-aware (with a small blind self) and is quite happy to expose their self to others (a small private self).

	What you see in me	What you do not see in me
What I see in me	**The Public Self**	**The Private Self**
What I do not see in me	**The Blind Self**	**The Undiscovered Self**

The Open person is usually the most 'together' and relaxed of the personas. They are so comfortable with themselves they are not ashamed or troubled with the notion of other people seeing themselves as they really are.

With a small Blind Self, they make fewer social errors and cause less embarrassment. They are also in a more powerful position in negotiations, where they have fewer weaknesses to be exploited.

Becoming an Open Persona usually takes people much time and effort, unless they were blessed with a wonderful childhood and grew up well-adjusted from the beginning. It can require courage to accept others' honest views and also to share your deeper self and explore the depths of the undiscovered self.

The weaker side of the Open Persona is where they understand and share themselves, but do not understand others. They may thus dump embarrassing information from their Private Selves onto others who are not ready to accept it.

2. The Naive Persona

The Naive Persona has a large Blind Self that others can see. They thus may make significant social gaffes and not even realize what they have done or how others see them. They hide little about themselves and are typically considered as harmless by others, who either treat them in kind, and perhaps patronizing ways (that go unnoticed) or take unkind advantage of their naivety.

	What you see in me	What you do <u>not</u> see in me
What I see in me	**The Public Self**	**The Private Self**
What I do <u>not</u> see in me	**The Blind Self**	**The Undiscovered Self**

The Naive Persona may also be somewhat of a bull in a china shop, for example using aggression without realizing the damage that it does, and can thus be disliked or feared. They may also wear their heart on their sleeves and lack the emotional intelligence to see how others see them.

3. The Secret Persona

When a person has a large Private Self, they may appear distant and secretive to others. They talk little about themselves and may spend a significant amount of time ensconced

in their own private world. In conversations they say little and, as a result, may not pay a great deal of attention to others.

	What you see in me	What you do not see in me
What I see in me	**The Public Self**	**The Private Self**
What I do not see in me	**The Blind Self**	**The Undiscovered Self**

Having a smaller Blind Self (often because they give little away), the Secret Persona may well be aware of their introverted tendencies, but are seldom troubled about this. Where they are troubled, their introversion is often as a result of personal traumas that have led them to retreat from the world.

4. The Mysterious Persona

Sometimes people are a mystery to themselves as well as to other people. They act in strange ways and do not notice it. They may be very solitary, yet not introverted.

	What you see in me	What you do not see in me
What I see in me	**The Public Self**	**The Private Self**
What I do not see in me	**The Blind Self**	**The Undiscovered Self**

As the Mysterious Persona knows relatively little about themselves, they may be of lower intelligence, not being able to relate either to themselves or to others. They may also just prefer to live in the moment, taking each day as it comes and not seeking self-awareness.

Some forms of esoteric self-developments seek to rid oneself of concerns about the self in order to achieve a higher state of being. They may deliberately enter states of non-thinking and revel in such intuitive paradoxes as knowing through not knowing.

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Adapted from: http://changingminds.org/disciplines/communication/johari_window.htm#the

Handout 1.7**: Changing a Failure Identity through Rational Self-Analysis (Advanced Students)**

Facts and events
Juanita is a junior in high school and is planning to study social work at the University of Puerto Rico. She'd like to have a career in social work, but is concerned is wasting her time because she won't make it in social work. Also, she's over-weight, and hasn't dated since She and Julio broke up.

A. Juanita's Negative Self-talk	B. Juanita's Positive Self-Talk
(1). I'm worried that I won't get into college and, if I do, that I won't be good at counseling clients.	(1) My instructors tell me I am doing pretty well in my classes. On the video-tape where I was a counselor, Dr. Gonzalez said practically every student had concerns about their first interview. I guess it would be better to take things in stride, rather than "awfulizing" by expecting the worst.
(2). I have several personal problems that I'm not handling well. If I can't handle my own problems, how can I help others?	(2) My personal problems sensitize me to what others are thinking and feeling. I'll just put them aside when I counsel others. I've done fairly well when counseling friends, even when I've had bad problems. If some-thing arises in placement where my personal problems come up, I'll ask my supervisor what to do.
(3). Others will do better than I in social work courses. Thus, I won't be any good at it and should drop out of school until I figure out what I should do.	(3) Some students are doing better, others aren't. I'm getting Bs and Cs, which is average. My course instructors have praised me on many things. I really like social work, so even if I bomb field placement, I'll know I gave it my all. If I give up now, I'll be kicking myself for quitting before knowing if I can really do this.
(4). I fear I won't know what to say when I get my first client in the field.	(4) In the past I feared I wouldn't pass several classes: math, biology, pre-calculus, and Spanish. Once I started those courses I did OK. When it comes down to it, I know students as scared as I who passed classes. If they made it, I can!

(5). I'm really worried I'm going to get tongue-tied while leading a group in field placement. I'm more scared about working with groups than about working with individuals.	(5) I'm certainly not a failure. I've got a lot of things going for me. I'm already a junior. I'm getting at least average grades. I have a lot of neat, close friends. I'm in good health. I've passed a lot of tough courses. My instructors tell me I'm goo at interviewing. In the past I've been my own worst enemy. I'm glad I've had this talk with myself. I'm going to stop putting myself down -staring now!
(6). I'm overweight and no one likes me because of it.	(6) There I go again, putting myself down. I'm scared, but others have survived. Think positively. I've spoken in class, given presentations without becoming tongued-tied. I even led a group session. Though my knees shook, my instructor said I did OK, and I'd be better and more relaxed with practice.
(7). I know I'll never find anyone as great as Julio again. No one has even asked me out.	(7) True, I'm overweight but I intend to diet and exercise. It's simply not true nobody likes me. I have a lot of close friends, and my family likes me. Maybe if I become more assertive more people will notice me and like me.
(8). No guy wants to date a fat girl. I know no one will date me.	(8) With tons of singles to date, there must be a few I'd enjoy. I've got to be honest with myself. The reasons I haven't had dates are because I've been wallowing in self-pity, and haven't gone places to meet someone. From tonight on, I'm going to start looking. Enough self-pity!
(9). What's the use of going to college? Even if I graduate, I'll never get a job in social work. I'm wasting my time.	(9) Again, my thinking is screwy. I see a lot of overweight people who are dating. I can too! Many guys have told me I'm a good listener and talker. I'll lose some weight, and think positively. In fact, I think I'll ask him if he'd like to come over to talk and eat lunch. He may be as shy as I am.
(10). Given everything, I'm a failure and doomed to a lonely, boring, low-paid life.	(10) It's not true I'm wasting my time. I've learned and grown as a person, and met some great people. That's more than justified the money spent. Plus, I stand a good chance of getting a social work job. I've seen other students hired who have no more on the ball than I do. Even if the job market is tight when I graduate these

	courses have increased my interpersonal skills which should help me get a job in a field where I can apply what I learned.

C. Emotions Analysis
All of this is factual, except for the last sentence, which I've added to the section of my self-talk.
My emotions: Depressed, lonely, bored, with a sense of being a failure.
Stop putting myself down! Look at the positive, not the negative side of things. Lose some weight. Stop being a whiner, and instead present myself in a way that will turn on people. Give field placement and social work my best shot.