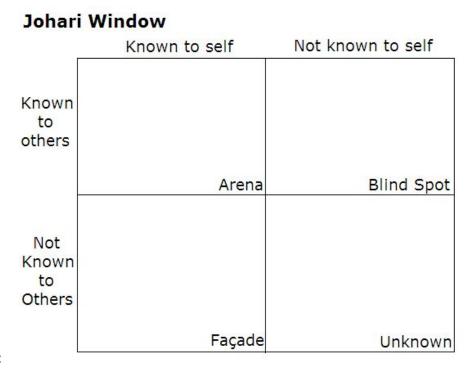<u>Career Life Education 8 - **Johari Window Lesson Plan**</u>

The Johari Window is a great concept for students to understand their relationship with themselves and with others, and fulfills the following curricular competencies:

● Use self-assessment and reflection to develop awareness of their strengths, preferences, and skills
● Recognize the impact of personal public identity in the world of work

The following are the four quadrants of a Johari Window (as taken from https://en.wikipedia.org/wiki/Johari_window)

Johari Window

	Known to self	Not known to self
Known to others	Arena	Blind Spot
Not Known to Others	Façade	Unknown

Open, or Arena:

● Adjectives that both the student and friends/family go in this cell (or *quadrant*) of the grid. These are traits that both the student and their friends/family perceive

Hidden, or Façade:

● Adjectives selected by the student, but not by any of their friends/family, go in this quadrant. These are things the friends/family are either unaware of (such as self conscious), or that are perhaps untrue however the student feels it is true.

Blind Spot:

● Adjectives not selected by student, but only by their friends/family go here. These represent what others perceive but the student does not.

Unknown:

● Adjectives that neither student nor their friends or family go here. They represent the student's behaviors or motives that no one participating recognizes—either because they do not apply or because they are ignorant of these traits. It is the unconscious part that neither themselves nor their friends and family see. I usually instruct students to start this with "I wonder…", or use the adjectives that they are unsure of, as they haven't experienced circumstances to demonstrate those personality traits.

Format

I normally teach the Johari Window through the movie "Beauty and the Beast". If time does not allow for watching the movie as a class, I would have the students work in groups (try to group students who have seen the movie with students who have not) to complete a Johari Window for Beast. (Assignment attached)

Students will be developing their own Johari Window as part of their Culminating Project for this unit.

ADJECTIVES THAT CAN BE USED AS DESCRIPTORS IN A JOHARI WINDOW:

able	energetic	loving	searching
accepting	extroverted	mature	self-assertive
adaptable	friendly	modest	self-conscious
bold	giving	nervous	sensible
brave	happy	observant	sentimental
calm	helpful	organized	shy
caring	idealistic	patient	silly
cheerful	independent	powerful	spontaneous
clever	ingenious	proud	sympathetic
complex	intelligent	quiet	tense
confident	introverted	reflective	trustworthy
dependable	kind	relaxed	warm
dignified	knowledgeable	religious	wise
empathetic	logical	responsive	witty

The Johari Window
Beauty and the Beast

Name(s): _____

_____

Date: _____

Block: _____

Use the adjectives below to develop a Johari Window that identifies the parts of Beast (before he was turned back into a prince) that are:

- Known to Beast, as well as Belle, Maurice (Belle's father), and the servants
- Known (or perceived) by Belle, but not to Beast
- Known to Beast, but are kept hidden from Belle, Maurice, and the servants
- Unknown to both Beast and to Belle at this point in time

ADJECTIVES THAT CAN BE USED AS DESCRIPTORS IN A JOHARI WINDOW:

able	energetic	loving	searching
accepting	extroverted	mature	self-assertive
adaptable	friendly	modest	self-conscious
bold	giving	nervous	sensible
brave	happy	observant	sentimental
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complex	intelligent	quiet	tense
confident	introverted	reflective	trustworthy
dependable	kind	relaxed	warm
dignified	knowledgeable	religious	wise
empathetic	logical	responsive	witty

The Johari Window for Beast

	Known to Beast	Not Known to Beast
Known to Others		
Not Known to Others		

In what ways do you think that Beast would have changed his decisions and behaviour if he had all the information given in the Johari Window?

_____

_____

_____

_____

_____