

# MODULE 1: **WHO AM I?**

PARTICIPANT WORKBOOK  
LIFE SKILLS PROGRAMME



**nyda**

NATIONAL YOUTH DEVELOPMENT AGENCY  
**OUR YOUTH. OUR FUTURE.**

## Contents

1. Introduction .....	3
2. How can I increase my self-awareness? .....	4
3. You are so much more than just your name .....	6
3.1 My body.....	6
3.2 My emotions.....	7
3.3 My thoughts.....	7
3.4 My spirit.....	8
3.5 My relationships .....	9
4. Self-belief .....	9
5. My Action Plan.....	11
6. Recommended resources .....	12



Awareness is the greatest  
agent for change.

Eckhart Tolle

## Module outcomes

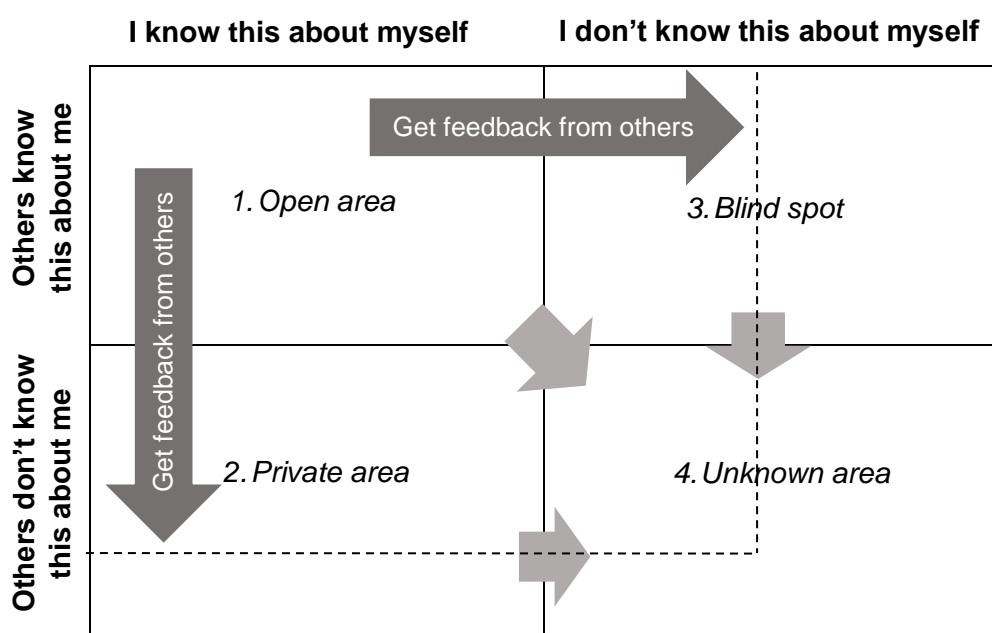
By the end of this session, you will:

- Understand why self-knowledge is important
- Be able to explain the Johari Window
- Define the different aspects of the self
- Know how to give and receive feedback
- Appreciate your unique qualities
- Have developed the skills for ongoing self-discovery
- Understand the nature and value of emotions



## 2. How can I increase my self-awareness?

Joseph Luft and Harry Ingham developed the **Johari Window** to help us understand ourselves and others better.



1. **Open Area:** You know aspects of yourself and your behaviour exactly as **others know** about you. This may include things such as your name, age, physical appearance, some interests, some achievements, and so on. *The more this area grows, the better your interpersonal relationships become.*
2. **Blind Spot:** Things that **others know** about you, but **you are unaware** of, in other words, you are blind to those things; for example, certain habits, mannerisms, or behaviours. *These may become obstacles in the way of good relationships, so you would like to make this area as small as possible.*
3. **Private Area:** You know that **others don't know**, for example, you don't like it when other people talk too much. *By keeping information hidden from others, it may have a negative effect on interpersonal relationships. Although you always need to keep some information private, you need to share more with others that you trust.*
4. **Unknown Area:** Information about you is **inaccessible to you and others**. *It consists of unconscious material and is an area of potential discoveries.*

The better your relationship with someone becomes, the more trust you will experience. The open area will become much bigger and more transparent and the other areas much smaller, as indicated by the dotted line in the figure above. One way to make the other areas smaller, is to ask for feedback from others and to take the feedback serious.

## ACTIVITY 2

### Task



Make notes of the types of information in the different parts of your Johari Window and answer the following questions:

What information about you is available in the <b>open area</b> ?	Who are the people you really trust that you can ask for feedback about your <b>blind spots</b> ? What would you like to ask them?
To improve your relationships, what information do you think needs to move from the <b>private area</b> to the open area?	How can you discover what is in the <b>unknown area</b> ?

Invite other people's feedback to **increase** the size of your **open** window!

Below are some guidelines for when you receive feedback from someone. Remember, the same guidelines apply when you give feedback to someone else as well!



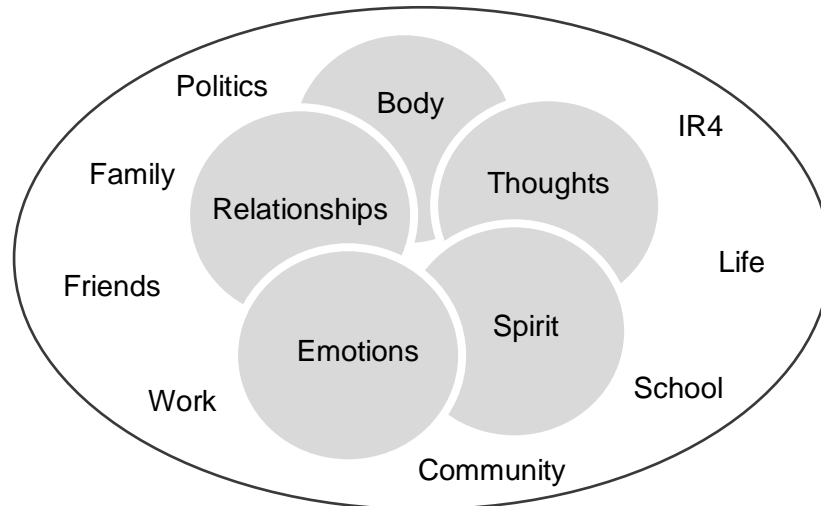
### Key Learning

#### Guidelines for receiving feedback

- I ask for feedback when I want it
- I look on feedback as an opportunity to learn and improve
- I acknowledge my emotions
- I avoid being defensive, explaining, or justifying
- If not clear, I ask about the impact of my behaviour
- I consider carefully whether and how I want to change my behaviour
- I ask for the opportunity to revisit
- I thank other people for giving me feedback

### 3. You are so much more than just your name

We are like onions: Sometimes we need to peel back our own layers of being and doing to discover who we really are. But that's not all! We are also connected to many other people or institutions. If we know ourselves, then we can manage ourselves and our relationships within the broader society and world so much better.



#### 3.1 My body

You are usually very aware of your body when it is in great pain or distress. But when we feel physically neutral or slightly good or bad, we usually block our awareness of the physical body and replace it with other emotions or thoughts. An increased awareness of your physical body is the first step in improving both your physical and emotional health.



#### Key Learning

#### My body and coping with stress

##### Scanning:

- Focus your attention throughout your body
- Take note of how things stand
- Practicing this method can make you aware

##### Progressive relaxation:

- Can improve your ability to relax
- Release any muscular tension

Exercise, sleep, eat

### 3.2 My emotions

Our emotions often gets undervalued, but emotions are important messengers that tell us something is going on. They also provide us with information about our environment – for example, if you are in a dangerous environment, you will feel scared and that emotion will warn you that you need to get out of that environment.

We cannot avoid feeling emotions, but we can intervene and through our thinking change how we react to our emotions. We should *never try to avoid* experiencing our emotions – that will lead to negative outcome – but we always need to *manage* our emotions for positive outcomes.

Our emotions are triggered by certain things, events, or people. It is important to know what your triggers are so that you can manage the situation effectively when you are faced with such a trigger.

#### ACTIVITY 3

**Discuss with the person next to you:**

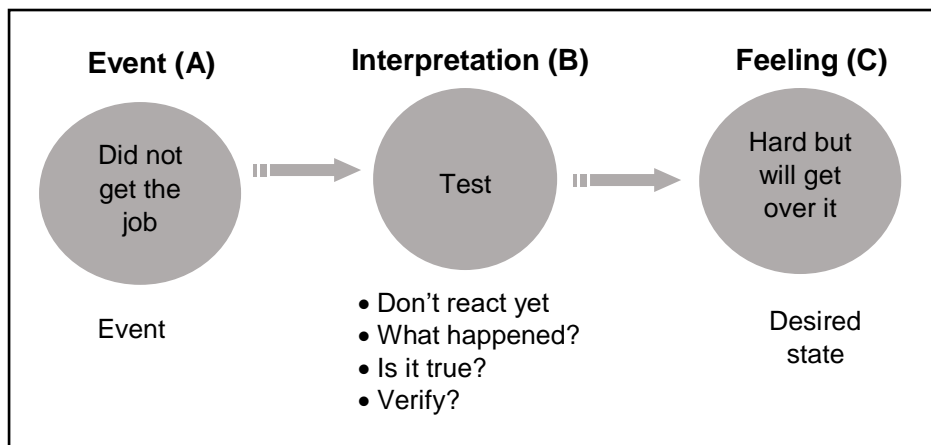
- What are your triggers or HOT buttons?
- Why do your hot buttons make you react so intensely and/or quickly?
- Who controls the pushing of those buttons?
- Why did you give them that control or why do you allow yourself to push those buttons?
- How do we get to know ourselves better?



### 3.3 My thoughts

Unlike our emotions, it is far easier to consciously change your thoughts, especially when we practice being more aware of them in the first place. There is a good chance that positive thinking will lead to positive outcomes, and negative thinking will lead to undesirable or negative results. Sometimes we have patterns of negative thinking. **Magnifying** means to exaggerate the extent of a problem or choosing the worst set of outcomes as the most likely outcome. **Minimising** means to make off something as being less important than it truly is. **Destructive labeling** refers to when we use a generalised statement that labels a person or situation in an unhelpful way. **Personalising** means that you assume that whatever is happening, is about you. We need to be aware of these negative thinking patterns and change them for better results.


You can apply the A-B-C model that we have discussed in class to understand the impact of your thinking on your emotions.



Now apply this technique to a real-life example.

#### ACTIVITY 4

**Small Group**



**First do this on your own, then share with group**

**Step 1:** Think about a negative event that happened in your life (A)

**Step 2:** How did you feel after the event? What was the outcome? (C)

**Step 3:** What did you **think** when you experienced the negative event? (B)

**Step 4:** How you could have thought differently about the event? How would that change the impact on your feelings and behaviour?

#### 3.4 My spirit

The spiritual self has to do with what a person values. This includes things like, what the meaning of life is for each person and why we live. Living in the moment means being aware of what is going on around us and appreciate it. But we also need to extend our lives beyond ourselves and reach out to others.

## ACTIVITY 5

# Task



Think about the following questions and write your thoughts in the spaces

- What makes life worth your while or creates meaning for you?

---

---

---

- Name three things that make you happy.

---

---

- What can you do to give back to others?

---

---

### 3.5 My relationships

As you develop more self-awareness, you will also become more aware of the dynamics at play in your interactions with other people. When you have a greater self-awareness, you also have a responsibility to be more adaptable in your interactions with others. We will deal specifically with how to build effective interpersonal relationships in one of the other modules. Please try to also attend that class.

### 4. Self-belief

Self-belief plays an important role in our everyday lives. Being confident allows us to set and reach our goals. It gives stability when we are faced with difficult situations and it helps us to have the confidence to overcome these difficulties. Self-confidence is a belief in oneself, your abilities, and your judgment. When you believe you can change things - or make a difference in a situation, you are much more likely to succeed!

The lack of self-awareness can cause you to not understand your worth in life or the quality of your work. If you doubt yourself, then other people will also start doubting you. Just think about how difficult life will be if people don't trust you and your abilities!

## ACTIVITY 6

### Personal Reflection



Turn back to the section in the workbook that deals with your thinking. Remember that we discussed the A-B-C model to demonstrate how our beliefs can influence our emotions? Now use this model to reflect on the following:

What self-talk do you engage in? What do you often say to yourself that may take away your self-confidence? How can you change this to have a more positive impact on your self-confidence?

Please read the following true story a few times and think what you can learn from that!

## ACTIVITY 7

### Story



When I was young, national elections were interesting. I was always surprised to see candidates posing for photos while dropping their votes for themselves into the ballot box.

Growing up in a home where the focus was on modesty and compassion for other people probably explains where this surprise came from. So much bigger was the surprise, however, when my dad one day explained: “How can you expect others to vote for you if you don’t vote for yourself?” I guess what he really meant was the following: If you don’t believe in yourself, how can you expect others to believe in you?

A healthy level of self-belief starts with **self-regard** or **self-confidence**. With **self-regard** we mean **trusting, respecting, and accepting yourself** – just the way you are. When you have a healthy self-regard, you will appreciate your strengths and accept your limitations – and still feel good about yourself. Basically, it refers to “voting for yourself because you believe in yourself”.

**So how do you develop your level of self-regard**, especially in a world where everyone is judging us based on the mistakes we make? Identify your strengths and focusing on these: set achievable goals; reward yourself; take care of your physical appearance; follow a healthy lifestyle. Be patient with yourself as you work on your self-regard. It will take effort – so don’t expect change to happen overnight!

Always vote for yourself!

## 5. My Action Plan

### Personal Reflection



Please take a moment to reflect on the value of this life skills module that you have completed now. Also think how you are going to apply what you have learnt to develop yourself as best as you can.

1. What was interesting and new to you in this module?

---

---

2. What was the most valuable insight that you had today?

---

---

3. How can you use what you discovered today?

---

---

4. What will you do differently from now on as a result of what you learned today?

---

---

5. What is the first step you will take?

---

---

6. What are some of the obstacles you may encounter?

---

---

7. What will be the best way to deal with them?

---

---

8. How will you know that you have successfully applied your new knowledge and skills?

---

---

**GOOD LUCK WITH THIS!**

## 6. Recommended resources

Herrmann, N. (1996). *The Brain Dominance Profiler*. The whole brain business book: McGraw – Hill Professional.

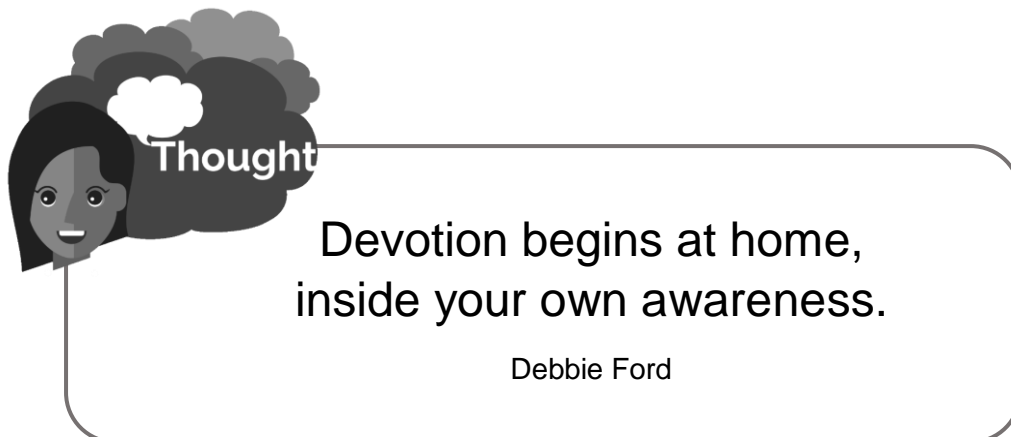
Luft, J., & Ingham, J. (1955). *Johari Window*. Proceedings of the Western Training Laboratory in Group Development by UCLA.

Passuello, L. (2010). *How to make great decisions in Life*. Top 5 practical Insights. Online resource available at [www.litemind.com/category/decision-making/](http://www.litemind.com/category/decision-making/)

Seashore, C. N. (1990). *Developing and using personal support systems*. NTL Reading Book. in Human Relations, NTL Institute for Applied Behavioural Science (pp64 – 67).

Vaughn, R. H. (2010). *Decision-Making Training*. ASTD Trainer's Workshop series. American Society for Training & development. Versa Press Inc, Illinois.

Wilner, J. (2011). *Do you have a positive social support system*. Adventures in Positive Psychology.



## Did you know?

We have many more modules that were specifically designed to help you develop those skills that are essential to function effectively in life and in the workplace. Ask your facilitator about the following modules:

1. Who am I?
2. Building my brand
3. Managing time
4. Becoming more resilient
5. Creative problem solving and decision making
6. Building interpersonal relationships
7. Effective communication
8. Dealing with conflict
9. Understanding the world of work
10. Personal development plan

For e-Learning and other resources, visit  
[www.nyda.gov.za](http://www.nyda.gov.za)

You cannot teach a man anything.  
You can only help him discover it  
within himself.

Galileo



NATIONAL YOUTH DEVELOPMENT AGENCY  
**OUR YOUTH. OUR FUTURE.**