


Name of the creator of the material	Tallinn Construction School (Lya Männiste)
Title of the lesson plan / task sheet	Notice the good!
Targeted 21 st century skill	Self-direction and critical thinking
Brief description of the competences the students will learn (including, for example, which scientific theory is based on)	Based on the theory of personal perception, including the Johari Window Model created by J.Lufth and H.Ingman.
Specialty/target group (if applicable)	All specialties
Learning outcome(s) for the vocational profession	Student: <ul style="list-style-type: none"> • increases self-awareness and awareness of the importance of subjective attitudes in creating a positive communication atmosphere • learns to notice positive qualities in fellow human beings
Tools needed for this lesson plan/ task sheet (if applicable)	A worksheet showing a window with four squares (sample attached); small note papers.
Approximate time to complete the task	Ca 15-20 min
Suggested more comprehensive methodical guide for doing / carrying out the task (for the teacher or student)	The task can be used by the teacher as an introduction to the topic or in a class situation where criticism of a fellow student or the situation has appeared.
- Warming up	This task can be used as an introduction to a lesson or topic. The task can also be further developed into a study group tradition of focusing on the positive - learners bring something good from every day or useful learned in the previous lesson.
- Task description for the students	<p>The teacher introduces Johar's Window Model theory and gives each student a worksheet with a window with four squares (sample is attached). The teacher emphasizes that the worksheet remains with the student and he does not have to reveal what he wrote there to others.</p> <ol style="list-style-type: none"> 1) Each learner first fills in or thinks about himself what he thinks other fellow learners know about him (open area) and what others don't know (hidden area). 2) Then the teacher distributes note sheets to the students (one sheet for each participating student -1). Students write the names of fellow students on the sheets - one name for each sheet. 3) Next, each learner notes on a note sheet with the name of a fellow learner some nice quality that he has noticed about him (and which the fellow learner himself may not know - a blind spot). 4) Preferably sitting in a circle, the learners read their completed note sheets or (a more anonymous option) the teacher collects them, groups them by name and reads them aloud or asks some learners to do it. <p>Finally, the teacher explains that good mental health begins with our self-concept - self-confidence, positivity. A positive attitude towards oneself provides the basis for a positive attitude towards others. Interpersonal emotional attitudes are often balanced, meaning that good relationships and liking often occur in a relationship where we like the people we directly or indirectly express that we like them. If we learn to focus on the positive qualities of our fellow people and recognize them, we are likely to</p>

	<p>receive a positive attitude from the other person as feedback. Often, especially people who are prone to strong self-criticism or have low self-esteem, they themselves do not even notice the good that others see in them.</p> <p>Good relationships are characterized by friendliness, trust, benevolence, care, an attitude that recognizes the other person (respect). The satisfaction or dissatisfaction arising from communication shapes the emotional atmosphere between people.</p> <p>This task helps to notice positive qualities both in oneself and in others.</p>
- Explanation for the students at the start	<p>1) Please fill in (or just think) about yourself what you think other fellow students know about you (open area) and what others don't know (hidden area).</p> <p>2) Please take the note sheets and write the name of one of your fellow students on each of them.</p> <p>3) Please mark on the page with the name of each of your fellow students some nice quality that you have noticed in him (and which the fellow student himself may not know)</p> <p>4) According to the agreement in the group, please either read the observations you wrote aloud or give the completed notes to the teacher.</p>
- Additional activities for the students	Make notes of the most important knowledge for you.
- Extra resources for learners	If the learner is able to perform internet searches, he can search for more information on the topic himself.
- Self-reflection for students	Share or write down individually which knowledge-experiences will support you in the future.
- Feedback on the solution (if applicable) / Possibility to check	-
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Worksheet

Johari Window Model



