

## IMPLICATIONS FOR SYS-ED TEACHERS

- Our windows depend on our personality, upbringing, cultural background, relationships and the situation.
- An OPEN atmosphere of mutual trust enhances learning and leads to more than the acquisition of skills or knowledge.
- Teachers are not therapists; try to avoid the HIDDEN and SUBCONSCIOUS. Instead work to increase the OPEN and decrease the BLIND areas of the students.
- Exposing a student's BLIND area will not affect wanted change; but helping students discover their BLIND area will. It's also kinder.
- Our view of a student's BLIND area is always just OUR OWN OPINION.
- All information is valuable: VALIDATING and NON-SUPPORTIVE.
- Constant criticism shrinks the OPEN area validation increases it.
- Work for a balance of OPEN - HIDDEN - BLIND areas.
- Remember the BLIND area is just that; BLIND to that person.
- Students emulate the teacher's communication and interaction style.

## STRATEGIES FOR CHANGE

### Too Open

- 1.
- 2.
- 3.

### Not Open

- 1.
- 2.
- 3.

### Too Blind

- 1.
- 2.
- 3.

### Too Hidden

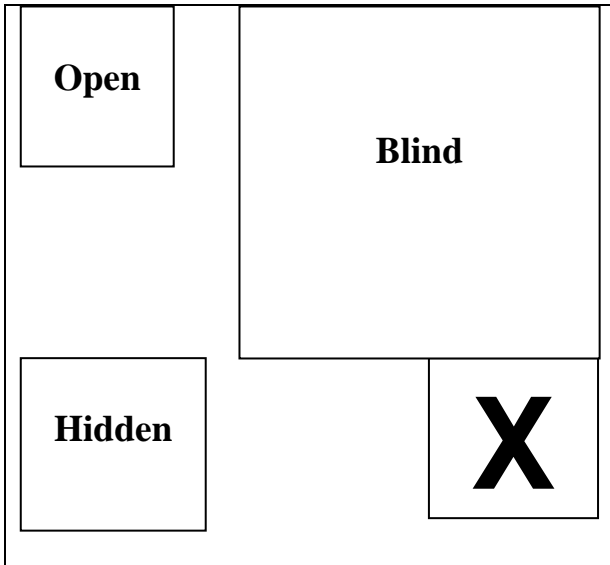
- 1.
- 2.
- 3.

# CHALLENGE NUMBER 1

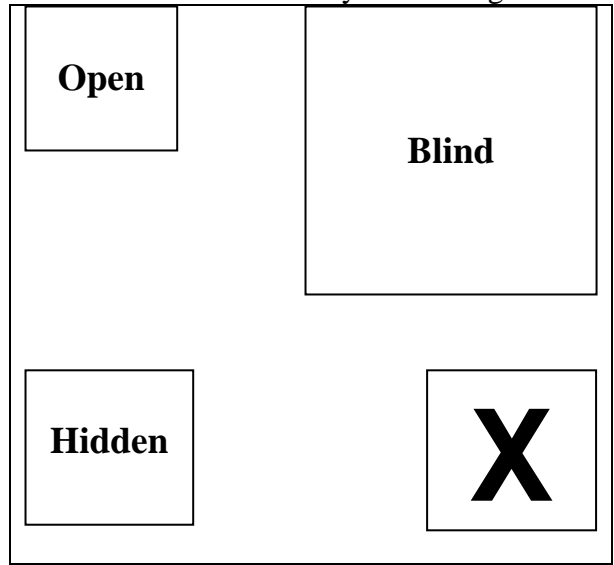
NAME \_\_\_\_\_

In the space below the description of each person's interactions — draw your interpretation of the Johari Window that best describes that person's communication with you. There may be more than one way to interpret what is happening in that particular communication.

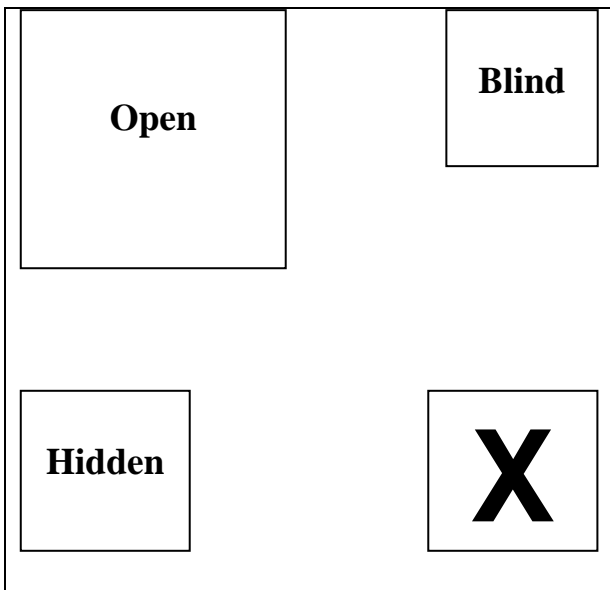
Person 1 - This person just told you about every detail of their latest sexual encounter.



Person 2 - This person told you that he/she wishes he had told his wife he loved her before she died after a 20 year marriage.



Person 3 - This person speaks in a nasal whiney voice and constantly interrupts you.



Person 4 - This person refuses to tell you what previous experience he/she had in the area of instruction.

