

Learning Outcome - 1

Recognise own strengths and weaknesses, pin-pointing areas for self-improvement and personal growth.

K1. Identify prominent personal values

Personal Core Values Exercise:

What makes you different from other people? What do you believe in? What are your priorities in life? List at least 6 values.

1.	2.
3.	4.
5.	6.

K2. List a number of Personal Strengths and Weaknesses and Trail their Origin.

Identify four (4) **Strengths** you have (e.g. Ability to communicate clearly, Ability to listen to someone’s difficulties, Ability to make friends easily, Ability to stay calm under pressure, etc.) and think how you developed these abilities. (How did you learn this ability? Who taught you? Where did you practice this ability?)

My first (1st) **Strength**.

How did I develop or learn this **Strength**.

My second (2nd) **Strength**.

How did I develop or learn this **Strength**.

My third (3rd) **Strength**.

How did I develop or learn this **Strength**.

My fourth (4th) **Strength**.

How did I develop or learn this **Strength**.

Identify four (4) **Weaknesses** you have (e.g. I do not enjoy being with others, I have a bad temper, I have difficulties to focus my thoughts, I do not have friends I can introduce to my family, I don't make friends easily, I have no idea what to make of my life, I smoke, I take drugs, I practice unsafe sex, etc.) and think how you developed this Weakness. (How did you develop this weakness? Who negatively influenced you? When did you start engaging in such challenging behaviour?)

My first (1st) **Weakness**.

How did I developed this **Weakness**.

My second (2nd) **Weakness**.

How did I developed this **Weakness**.

My third (3rd) **Weakness**.

How did I developed this **Weakness**.

My fourth (4th) **Weakness**.

How did I developed this **Weakness**.

C1. Discuss how Personal Weaknesses may Impact Personal Strengths

Now re-order your 4 Strengths and 4 Weaknesses and try to bring them together in pairs on a Continuum:

Continuum

Pair	Strength	↔	Weakness
1		↔	
2		↔	
3		↔	
4		↔	

If you had to think about and analyze from the first (1st) pair of Strength vs Weakness, which is leaving a stronger IMPACT on your life... the Strength or the Weakness? And why?

First (1st) Pair:

Pair	Strength	↔	Weakness
1		↔	

Which of the above is leaving a Stronger IMPACT on your Life:

Strongest Impact

Describe 'Why' is the above Strength or Weakness is having a stronger IMPACT in your Life?

If you had to think about and analyze from the second (2nd) pair of Strength vs Weakness, which is leaving a stronger IMPACT on your life... the Strength or the Weakness? And why?

Second (2nd) Pair:

Pair	Strength	↔	Weakness
2		↔	

Which of the above is leaving a Stronger IMPACT on your Life:

Strongest Impact

Describe 'Why' is the above Strength or Weakness is having a stronger IMPACT in your Life?

If you had to think about and analyze from the third (3rd) pair of Strength vs Weakness, which is leaving a stronger IMPACT on your life... the Strength or the Weakness? And why?

Third (3rd) Pair:

Pair	Strength	↔	Weakness
3		↔	

Which of the above is leaving a Stronger IMPACT on your Life:

Strongest Impact

Describe 'Why' is the above Strength or Weakness is having a stronger IMPACT in your Life?

If you had to think about and analyze from the fourth (4th) pair of Strength vs Weakness, which is leaving a stronger IMPACT on your life... the Strength or the Weakness? And why?

Fourth (4th) Pair:

Pair	Strength	↔	Weakness
4		↔	

Which of the above is leaving a Stronger IMPACT on your Life:

Strongest Impact

Describe 'Why' is the above Strength or Weakness is having a stronger IMPACT in your Life?

A1. Use creative means and ways to boost one's Strengths and address and work upon one's areas for Improvement.

What are those activities and other behaviours You can do to try to diminish the Impact of Weaknesses in your life and INCREASE (BOOST) the IMPACT of STRENGTHS in your Life?

Activity One (1) and indicate when you will practice this activity over a period of time.

Activity Two (2) and indicate when you will practice this activity over a period of time.

Activity Three (3) and indicate when you will practice this activity over a period of time.

Activity Four (4) and indicate when you will practice this activity over a period of time.

Learning Outcome - 2

Recognise own rights and obligations within different contexts in society.

K3. Identify the impact of Self-Management upon one's own Self and the general public.

Self Management

You are RESPONSIBLE for everything that happens in your life. LEARN TO ACCEPT TOTAL RESPONSIBILITY for yourself. If you do not manage yourself, then you are letting others have control of your life.

If you are effective as a person then you and your life will benefit. On the other hand if you are ineffective as a person, any deficiencies that you have can potentially translate into inefficiencies within your life. It is therefore important for you to take control of your own development as a person to ensure that you are able to address your weaknesses in your Self-Management skills and build further on your strengths.

It is important to remember that as a person you have a critical role to play, which influences and underpins the outcome of your life, so if you have weaknesses, these may translate into weaknesses for your life as a whole, creating a barrier to improvement.

So to start the process of Self-Management it is important that you are aware of and UNDERSTAND about some of the Self-Development techniques that have been developed to help you manage your life processes. We will now look at a range of self-assessment techniques before giving you the opportunity to start to apply those most relevant to yourself in your life.

THE 'JOHARI' WINDOW

To be able to self manage we need to be able to assess ourselves, who we are and how we think. The 'Johari Window' is a tool that can be used to support this process. This model represents a matrix of our personal awareness. It also looks at how interaction with those around us can change our self awareness.

American Psychologists, Joseph Luft and Harry Ingram (1950's) developed the Johari Window. The name was an amalgam of their names; Jo and Hari. This window model can be used as a self assessment technique, and helps us to understand the elements that there are that make up our own knowledge of ourselves, and the possibility of the development of that self-awareness.

The 'JOHARI Window' is composed of the following 2 measures:

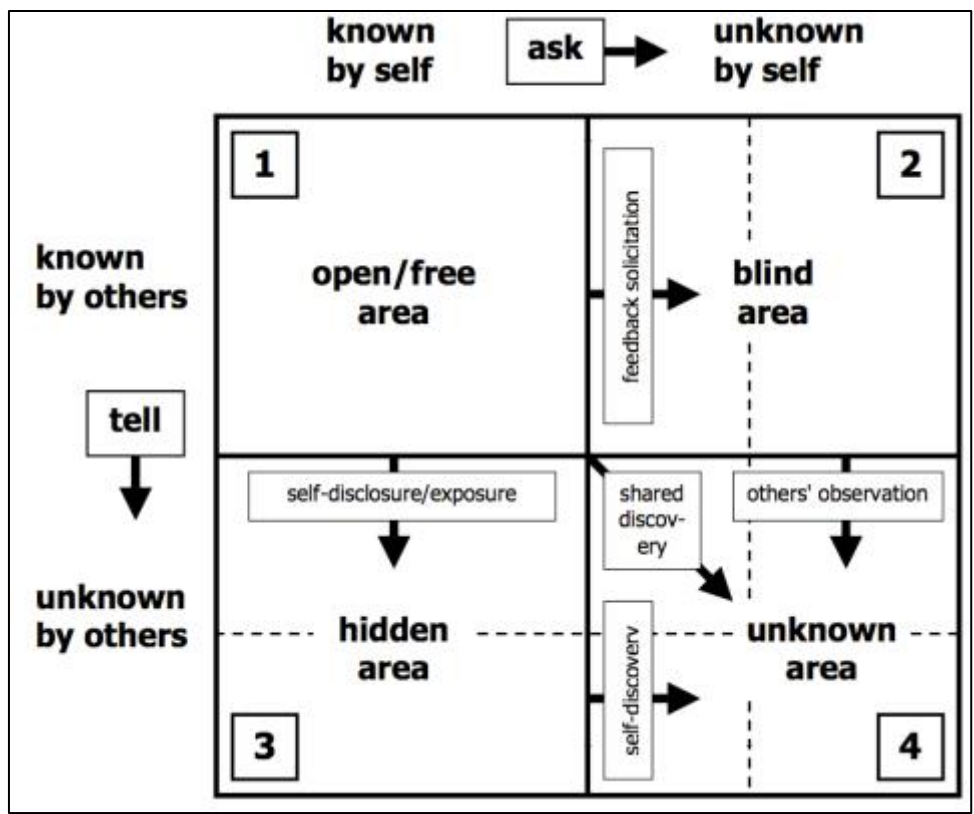
1. Known to Self vs Unknown to Self.
2. Known to Others vs Unknown to Others.

This is what we get:

	Known to Self	Unknown to Self
<u>Known to Others</u>	Open (Public knowledge; what I show to you)	Blind (Feedback - your gift to me)
<u>Unknown to Others</u>	Hidden (Private; mine to share if I trust you)	Unconscious (Unknown; new awareness can emerge)

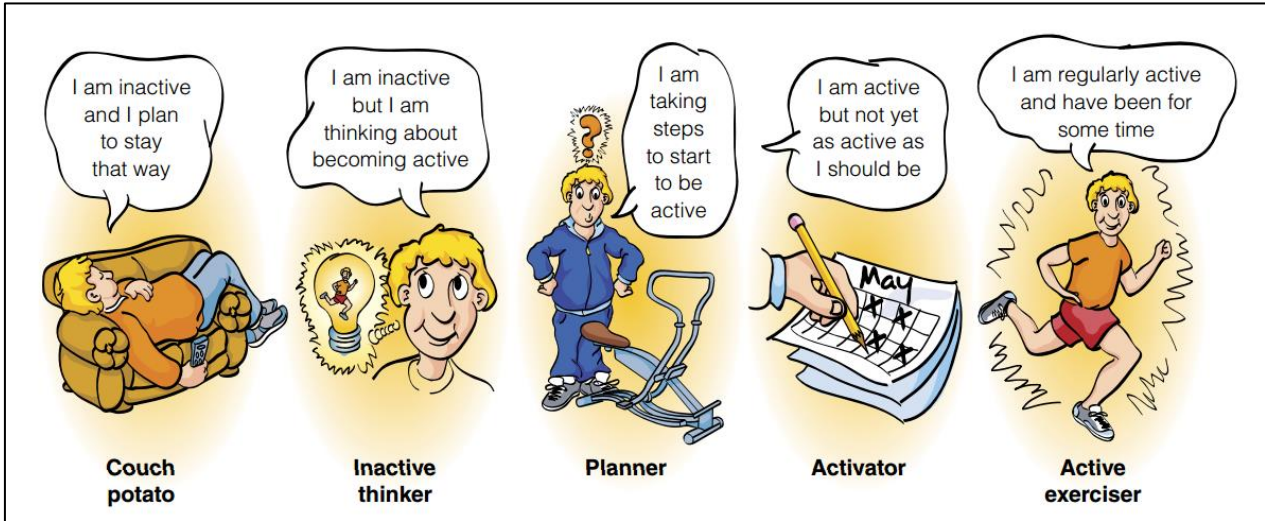


What is the Scope of the 'JOHARI Window'? To become more AWARE of the Public Self, expand it into the fields of the 'Blind Self' and the 'Hidden Self' and gain more Consciousness of one's Self !!! This is the target:



How can you use the 'JOHARI Window' and Self-Management skills to impact your own Self?

You already know what a Sport skill is. Examples of a skill in sport are throwing, catching, hitting a tennis or golf ball, and kicking a soccer ball to score a Goal !!! In fact, sport skill is one type of Self-Management skill. Learning sport skills helps you to be active for a Lifetime. Coaches and teachers, help you learn these skills and with practice you improve these skills.



How can you CHANGE from being 'Inactive' to start taking steps to be ACTIVE ?

If you are Inactive how can this Impact on Other People? If you are ACTIVE how will this Impact on Others?

If you are INACTIVE and the Impact on others.

If you are ACTIVE and the Impact on others.

Self-Management Skills for Active Living, Health, and Wellness	
Skill	Definition
Self-assessment	This skill allows you to test your own fitness to help you see where you are and to help you get to where you want to be.
Building self-confidence	This skill helps you build the feeling that you are capable of being active for life.
Identifying risk factors	This skill helps you identify, assess, and reduce health risks.
Choosing good activities	This skill helps you select activities that are best for you personally.
Goal setting	This skill helps you set realistic and practical goals for being active and achieving physical fitness.
Building positive attitudes	This skill allows you to identify and build attitudes that will help you to be active throughout life.
Self-monitoring	This skill helps you learn to keep records (or logs) to see whether you are in fact doing what you think you are doing.
Finding social support	This skill helps you find ways to get the help and support of others (your friends and family) to adopt healthy behaviors and to stick with them.
Building performance skills	These skills help you to be good at and enjoy sports and other physical activities.
Building intrinsic motivation	This skill helps you learn to enjoy physical activity for your own personal reasons rather than because others think it is good for you.
Preventing relapse	This skill helps you stick with healthy behaviors even when you have problems getting motivated.
Managing time effectively	This skill helps you learn to schedule time efficiently so that you will have more time for important things in your life.
Building positive self-perceptions	This skill helps you think positively about yourself so you can stay active for a lifetime.
Learning to say "No"	This skill helps keep you from doing things you don't want to do, especially when you are under pressure from friends or other people.
Thinking critically	This skill helps you find and interpret information that will be useful in making decisions and solving problems.
Finding success	This skill helps you find success in physical activity.
Overcoming competitive stress	This skill helps you prevent or cope with the stresses of competition or the tension you feel when performing some types of activity.
Overcoming barriers	This skill helps you find ways to stay active despite barriers such as lack of time, unsafe places to be active, and weather.

C2. Explain the importance of rules and regulations in general society, especially at the place of work.

Can you explain why do we have Rules and Regulations in our society?

What is the scope out of setting Rules and Regulations?

Why are Rules at Work also important?

Please identify 5 Rules for the ISR class.

1.: _____

2.: _____

3.: _____

4.: _____

5.: _____

A2. Demonstrate compliance towards rules and regulations.

Why is it important to abide and follow these Rules in EVERY class?

What are the CAUSES that unfortunately bring us to not follow Rules, ending us in trouble? Mention 5 Causes:

1.: _____

2.: _____

3.: _____

4.: _____

5.: _____

A3. Develop adequate prioritising skills

A well-structured workload is key to good time management and will increase your productivity.

Find out how to prioritise tasks.

1. The to-do list.

Don't keep it on different post-it notes or in your head — at the beginning of each day or week, write on a sheet of paper what you want to get done and by when. Rank tasks according to importance or urgency to plan your day and focus your mind.

2. Review your workload regularly.

Is there one task that always ends up at the bottom of the pile? If you find you're avoiding it, can somebody else do it? Consider delegating whole projects that you don't need to be involved in or allocate a specific time when you only do your admin, for example.

3. Remember the 80:20 rule of workloads.

It's very simple — 80 per cent of our work contributes to less than 20 per cent of its value. Concentrate on the most crucial 20 per cent of your workload, because performance would still be strong.

4. Set realistic deadlines for your tasks.

Look at your to-do list and estimate the time each task needs to be completed but don't be overoptimistic. Be honest of what you can achieve in a working day or week so that you don't feel overwhelmed from the start.

5. Allow time for interruptions.

If you need to finish a certain task at a certain time, only deal with urgent queries during this time. You can then quickly pick up again where you left off.

6. Structure your workload.

Avoid picking up a job, doing a bit and then putting it back on the pile. Deal with them one at a time and finish each one before starting another. Your mind will be clear and ready for the next one.

7. Don't let your inbox drive your workload.

If you get 50 mails per day, this means 50 interruptions to your day. Don't check your inbox every time a message arrives. Switch off instant alerts if necessary and allocate a time when you will check your inbox.

8. Fun, fun, fun.

Ticking items off your to-do list is great, but are you concentrating on the quick-and-easy ones? Tackling more challenging projects first might mean more time, but also that a major task is completed and a weight off your shoulders.

9. Keep multi-tasking to a minimum.

Starting a number of jobs simultaneously means most of them won't get your undivided attention. Think of multitasking as dealing with more than one task during a day, not at the same time. That way you focus on the project in hand.

10. Keep a log of your workload.

If you're unsure how long things take, how often your focus shifts or how many times you get interrupted, keep a log of your working week. This will help you plan your week in future.