

Foundation Programme in Literacy, Numeracy and Skills

SOCIO-EMOTIONAL
WELL-BEING

GRADE 8

Teacher's Guide



Mauritius Institute of Education
under the aegis of



Ministry of Education &
Human Resource

EMOTIONAL WELL BEING PANEL

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SOCIO-EMOTIONAL WELL-BEING

Teacher's Guide: GRADE 8 - Lesson 1

(A) Activity 1: My Emotions

(B) Competency (according to TLS), Element and Performance Criteria

C5.1 Recognise and articulate their emotions, thoughts, strengths, and limitations, fostering a positive self-image and confidence in their abilities.

Performance Criteria: Level 1

- 1.1 Identify and describe basic emotions they experience in different situations
- 1.2 Express their emotions in a healthy and constructive manner, using appropriate language and behaviour

Performance Criteria: Level 2

- 1.1 Analyse how their emotions and thoughts influence their behaviour and decisions, providing examples from their own experiences.
- 1.2 Articulate more complex emotions and understand their underlying causes.

(C) Purpose of activity

Competency 5.1

This activity will help students to recognise the causes of their emotions and understand how these emotions influence their behaviour. It will also encourage them to confidently share their perspectives through peer discussions.

(D) Learning Outcomes

By the end of the lesson students should be able to:

- identify different emotions
- identify and describe verbally to the class when they experience the identified emotions
- explain how these emotions influenced their behaviour
- express themselves in a clear manner to the class

(E) Resources and Materials

- 6 round shapes (refer to work sheet for Activity 1), with the following words written on top of each: Happy, Serene, Awe, Sad, Angry, Afraid
- Coloured pencils – red, blue, yellow, green, pink, orange
- Black markers
- Pencil and pen

(F) Teaching trajectories/ Implementation guidelines

1. Explain to the students that today they are going to identify and discuss some emotions and how their emotions influence our behaviour.
2. Read out the different emotions listed in the activity sheet . Teacher describe the emotions using examples.
3. Students are then asked to associate colours to the different emotions and colour the circles accordingly.

Happy – Yellow

Serene – Pink

Awe – Orange

Sad – Blue

Angry – Red

Afraid - Green

4. When they have finished colouring, students should draw the different emotions (using a marker) associated with the different emotions in the circle.
5. In turn, students are invited to share situations when they experienced at least one of these emotions and what was / were the consequences of these emotions on their behaviour. Make sure most students who are willing to share have the opportunity to express themselves.
6. Teachers can ask questions such as:
 - What made you angry?
 - How did you express your anger?
 - What was the consequence of such a behaviour?
 - How did others react to your emotions?
 - Was there another way to deal with the problem?
 - Was it the best thing to do?

(G) Assessment (Activity Sheet/Worksheet for students)

7. Students are asked to complete the worksheet either using words or drawing.
8. Students are also invited to share their feedback on the activity – what they have learned, what they like and did not really like.

(H) Extension of activity

For the following class students can identify other emotions which they can draw. They will also be asked to act out emotions in various situations by choosing the best possible ways to cope with the situations they have identified.

