

SOCIO-EMOTIONAL WELL-BEING

Teacher's Guide: GRADE 7 - Lesson 3

A. "Feelings Detective: What Do I Think and Do?"

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

Competency: Analyse how their emotions and thoughts influence their behaviour and decisions

Element: Recognise and articulate their emotions, thoughts, strengths, and limitations, fostering a positive self-image and confidence in their abilities

Performance Criteria:

1.1 Identify and describe basic emotions they experience in different situations

C. Purpose of Activity

To support students in recognising how their emotions and thoughts influence their behaviour by exploring relatable, everyday situations through guided discussions and simple creative expression.

D. Learning Outcomes

By the end of the activity, students will be able to:

- Name basic emotions (happy, sad, angry, scared, excited)
- Match emotions to common thoughts and actions
- Explain how their emotions and thoughts guide what they do

E. Resources and Materials

- Plain paper
- Pencils, crayons or markers

F. Teaching Trajectories/Implementation Guidelines

1. Teacher explains to students that they will be detectives, looking for clues like feelings and thoughts to understand why people do what they do.
2. Choose a simple scenario from the following:
 1. *You come to school and remember you did not bring your homework.*
 2. *During break time, your best friend is playing with another classmate, not with you.*
 3. *Your teacher gives you a prize because you did something very well.*
 4. *You drop your water bottle, and water goes all over your desk.*
 5. *The teacher says your name and asks you to answer a question in front of the class.*
3. Ask students to think deeply and discuss:
 - How would you feel if you were in this situation?
 - What thoughts might come to your mind?
 - What actions would you take and why?
3. Provide one scenario to each pair and ask them to fill the Feeling-Thought-Action Chart worksheet. They can also draw their response.
4. Students briefly describe and share what their character felt, thought, and did.

G. Assessment

Complete the Feeling -Thought- Action chart

Participate in the discussion by either sharing their ideas or listening carefully and respectfully to others.

H. Simple Extension Activity

Students can work on other scenarios.