

SOCIO-EMOTIONAL WELL-BEING

Teacher's Guide: GRADE 8 - Lesson 2

(A) Activity 4: Strengths Showcase

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

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

Performance Criteria: Level 1

Identify their own strengths and limitations without self-judgment.

Performance Criteria: Level 2

Reflect on their self-image, balancing self-acceptance with a commitment to personal growth.

(C) Purpose of activity

This activity is designed to help students recognise and confidently express their personal strengths, supported by concrete examples. It also aims to enhance self-presentation and communication skills, while fostering a positive self-image and encouraging the exchange of constructive feedback.

(D) Learning Outcomes

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

- identify at least 3 personal strengths with supporting examples
- articulate their strengths clearly in a structured presentation in any language of their choice
- explain how their strengths help them in school, family, and community
- provide constructive feedback to peers about their presentations

(E) Resources and Materials

- Strengths inventory handouts
- Presentation planning templates
- Chart paper
- Coloured markers/pencils
- Timer
- Peer feedback forms
- Example presentation (optional)

(F) Teaching trajectories/ Implementation guidelines

1. Begin with a discussion about personal strengths, explaining that everyone has unique abilities, talents, and positive characteristics. Provide examples of different types of strengths (academic, interpersonal, creative, sports etc.).
2. Share a brief story or example of someone who is well known in the local context. Highlight the strengths of the individual.
3. Distribute the strengths inventory handouts and guide students through a self-assessment process:
 - What subjects or activities do you enjoy and do well in?
 - What do others often compliment you about?
 - What challenges have you overcome successfully?
 - What roles do you play in group situations?
 - What qualities do you admire in yourself?

Answers can be accepted in any language, provide support to those having difficulty in writing.
4. Have students identify 3-5 strengths from their reflections and brainstorm specific examples or evidence of these strengths.
5. Introduce the “Strength Spotlight” presentation format:
 - Introduction (name and brief opening)
 - Three main strengths with evidence for each
 - How these strengths help in different areas of life
 - Goals for further developing these strengths
 - Conclusion
6. Demonstrate a brief example presentation (2-3 minutes) showcasing your own strengths as the teacher, modelling the format and appropriate level of detail.
7. Distribute presentation planning templates and allow 15-20 minutes for students to prepare their presentations. Offer support to students who may have difficulty identifying strengths.
8. Discuss guidelines for being a respectful audience and providing constructive feedback:
 - Listen attentively
 - Note specific positive aspects
 - Frame suggestions positively
 - Focus on presentation skills and content, not personal judgments
9. Have students present their “Strength Spotlights” (3 minutes each). Depending on class size, this may extend over multiple sessions.
10. After each presentation, allow 1-2 students to provide verbal feedback using the constructive feedback format.

11. At the end of all presentations, facilitate a group discussion using questions such as:
 - What similarities did you notice in strengths across our class?
 - Did anyone mention a strength that you hadn't thought about for yourself?
 - How can recognizing our strengths help us in challenging situations?
 - How can we support each other in developing our strengths further?

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

1. Evaluate students' presentations using a rubric that assesses:
 - Clarity of strength identification
 - Quality of evidence provided
 - Connection to different life areas
 - Presentation skills (voice, organization, confidence)
 - Goal-setting for strength development

Observe and note students' ability to identify their strengths without excessive modesty or exaggeration.

(H) Extension of activity

1. Create a class "Strength Map" showing the diverse strengths present in the classroom and how they complement each other.
2. Have students interview a family member or community elder about the strengths they observe in the student, comparing these perspectives with the student's self-assessment.
3. Develop a "Strength Development Plan" with specific actions and milestones for building on an identified strength over the next month.
4. Connect to career exploration by researching professions that utilize the strengths students have identified.
5. Create a class discussion about how different cultural backgrounds might influence which strengths are most valued or recognised.

