

SOCIO-EMOTIONAL WELL-BEING

Teacher's Guide: GRADE 8 - Lesson 3

A. Title of card "My Path to Growing Stronger"

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

Competency 5.1

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

Performance Criteria:

Identify their own strengths and limitations without self-judgment

Seek help from trusted individuals when facing challenges or areas of weakness

Create and follow personal growth plans to improve in areas of weakness

C. Purpose of Activity

This activity helps students understand and articulate their emotions, identify areas of difficulty, and create manageable steps to overcome challenges. It fosters a supportive environment and emphasises collaboration and self-reflection.

D. Learning Outcomes

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

- Recognise their strengths and limitations
- Describe their emotions related to these limitations
- Identify at least one trusted person who can help them
- Develop a simple plan to improve a limitation

E. Resources and Materials

- A4 sheets of paper or pre-printed activity templates
- Coloured markers, crayons, or pencils
- Prompt cards (e.g., "How do you feel about this?")

F. Teaching Trajectories/Implementation Guidelines

1. Teacher will explain the "My Path to Growing Stronger" worksheet and explain the steps one by one and students will work in pairs or small groups to complete a "Path to Growing Stronger" worksheet with five sections.

Step 1: "What's Hard for Me?"

- Students draw or write one thing they find difficult (e.g., "Talking to new people").

Step 2: "How Do I Feel About It?"

- Students circle an emotion face that shows how they feel about this challenge.
- Discuss using emotion prompts, e.g., "How do you feel when this happens?"

Step 3: "Who Can Help Me?"

- Students draw or write the name of someone they trust who can help them (e.g., a teacher or friend).
- Use prompts like, "Who do you talk to when you feel upset?"

Step 4: "What Can I Do to Get Better?"

- Students write or draw one simple action they can take (e.g., "Practice talking to one new person each week").

Step 5: "How Will I Feel When I Succeed?"

- Students draw a happy face or symbol to show how they will feel after overcoming their challenge.

2. **Each pair will** share their paths with another pair or the group. Teacher can use the following reflection prompts:

- o "What was easy or hard to talk about?"
- o "How did thinking about steps make you feel better?"

G. Assessment Criteria

- **Expression of Emotions:** Ability to use simple drawings or words to express feelings.
- **Seeking Help:** Identification of at least one trusted helper.
- **Personal Growth Plan:** Creation of a simple and actionable improvement step.
- **Reflection Skills:** Engagement in sharing and reflecting on their progress.

H. Extension Activity:**"My Strength Tree":**

- Students draw a tree with:
 - o Leaves: Write or draw their strengths.
 - o Roots: Write or draw people or things that support them.

Display these trees in the classroom to foster a positive and supportive environment.