

SOCIO-EMOTIONAL WELL-BEING

Teacher's Guide: GRADE 7 - Lesson 4

A. Title of Card: Mini Emotion Olympics: Feel, Share, Breathe!

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

Competency: Manage and express their emotions in a healthy and constructive manner

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

Performance Criteria: Express their emotions in a healthy and constructive manner, using appropriate language and behaviour

C. Purpose of Activity

To support students in recognising, expressing, and managing their emotions in a fun, safe, and structured indoor setting with simple actions and peer interactions.

D. Learning Outcomes

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

- Identify and express their emotions using simple words, actions, or facial expressions
- Practice healthy ways to handle emotions (e.g., breathing, sharing, movement)
- Reflect on how they can manage emotions in real life

E. Resources and Materials

- Emotion cards (happy, sad, angry, excited, scared – use emojis or simple drawings if needed)
- Soft ball or any soft object (for tossing)
- Timer (optional)

F. Teaching Trajectories/Implementation Guidelines

1. Teacher can draw emojis of different emotions on a piece of paper. Student selects on **chit and** takes turns acting out the emotion without talking. Other students try to guess the emotion. Correct responses are applauded to create a supportive environment.

- 2. Teacher explains that for each emotion called out, students will have to do a matching action.** The matching actions will be as follows:

- Happy = wave both arms and smile
- Sad = cross arms and look down
- Angry = squeeze fists, then relax and take 3 deep breaths
- Excited = clap and cheer
- Scared = hug themselves, then breathe slowly

Students will repeat the action along with the teacher. Afterwards the students will act independently once the teacher names the emotions.

- 3. Students will** sit or stand in a circle and toss the soft ball around. When a student catches the ball, he/she says:

"Today I felt ____ and I managed it by ____."

(e.g., "Today I felt angry and I managed it by counting to 10.")

4. Reflection Circle

Ask simple reflective questions:

- Which emotion was fun or hard to show?
- What helped you feel better during the game?
- Can you use any of these actions when you feel strong emotions at school or home?

G. Assessment -Teacher Observation Checklist:

- Expresses emotions appropriately
- Uses healthy regulation strategies (breathing, words, movement)
- Participates actively in sharing and guessing games
- Supports peers respectfully

H. Extension of Activity (Optional)

Ask any **one or two** of the following questions and invite volunteers to answer:

- "What emotion did you enjoy showing the most today?"
- "Was there an emotion that was hard to show? Why?"
- "What can we do when we feel angry or sad at school?"