

SOCIO-EMOTIONAL WELL-BEING

Teacher's Guide: GRADE 7 - Lesson 5

A. Title of Card: "Strengths & Struggles Basket Toss"

B. Competency, Element, and Performance Criteria

Competency 1: Identify strengths and address limitations to build self-confidence

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

C. Purpose of Activity

To help students reflect on what they are good at and what they find hard in a fun and active way.

D. Learning Outcomes

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

- Identify one personal strength
- Recognise one personal struggle
- Demonstrate an understanding that all individuals possess both strength and limitations

E. Resources and Materials

- 2 baskets or boxes (labelled "I'm good at" and "I find it hard to")
- Small cards
- Pencils
- A soft ball (optional, for group toss game)

F. Teaching Trajectories/Implementation Guidelines

1. Begin the lesson by explaining that everyone has things they are good at and things they are still learning. This is true for all human beings. Give some examples of things at which students are good at and some areas in which they are struggling.

2. Give each student 2 small slips of paper. On one, they draw or write something they are good at and on the other, something they find difficult. One by one, they walk up and toss each paper into the right basket.
3. Pull out a few anonymous slips from each basket and read aloud or explain what is there in the drawing. Engage the whole class to reflect on the strengths and limitations.
4. Gather the students in a circle and say and ask each student to take turns and complete this sentence out loud:
"I am proud that I'm good at _____, and I am learning to get better at _____."
5. After everyone has shared conclude the lesson by explaining that all human beings have to accept the strengths and limitations and keep on learning to grow.

G. Assessment

Use a simple checklist during the activity to track:

- Participation in each step (writing slips, sharing in the circle)
- Willingness to reflect on strengths and challenges
- Respectful listening and engagement with peers

H. Optional Extension – "I Can Keep Trying" Wall

Students stick their "I find it hard to..." paper on a classroom board/wall. They can find ways to work on their limitations.