

SOCIO-EMOTIONAL WELL-BEING

Teacher's Guide: GRADE 8 - Lesson 4

A. Title of card "Strengths and Interests Treasure Hunt"

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, emphasizing reflection on their self-image and fostering a balance between self-acceptance and commitment to personal growth

C. Purpose of Activity

This activity engages students in a treasure hunt where they uncover their interests and strengths by completing fun and interactive tasks.

D. Learning Outcomes

By the end of this activity, students will:

- Discover their interests and strengths through interactive challenges
- Share their findings with peers
- Build self-awareness and confidence in a supportive environment

E. Resources and Materials

- Treasure hunt task cards (designed with fun prompts)
- A "Treasure Map" worksheet for recording discoveries
- Stickers or small prizes for completing tasks
- Simple props (e.g., markers, paper, puzzles)

F. Teaching Trajectories/Implementation Guidelines

1. Explain that the classroom is now a treasure island, and each student is a treasure hunter and their goal is to find “golden treasures” that represent their unique strengths and interests.
2. Set up four stations around the room. Each station is a “treasure spot” with a task to uncover interests or strengths:

Station 1: Creativity Cove

- o **Task:** Draw your favourite activity or something you enjoy doing in your free time.
- o **Prompts:**
 - “What is one thing you love to do for fun?”
 - “Draw yourself doing something that makes you happy, like playing a sport or reading.”

Station 2: Puzzle Point

- o **Task:** Solve a simple puzzle or match pictures of hobbies (e.g., drawing, running, singing) with their names.
- o **Prompts:**
 - “What was your favourite activity in the matching game?”
 - “What helped you solve the puzzle quickly?”

Station 3: Talent Bay

- o **Task:** Perform a small act or demonstration of a skill you are good at (e.g., drawing a quick sketch, doing a dance step, or humming a tune).
- o **Prompts:**
 - “Show me how you would explain your favourite talent to a friend.”
 - “What is something you feel proud of doing?”

Station 4: Emotion Island

- o **Task:** Match emotion faces (happy, excited, nervous, proud) to activity cards (e.g., playing soccer, speaking in class, drawing).
 - o **Prompts:**
 - “Pick an emotion card that shows how you feel when you play your favorite game.”
 - “What makes you feel happy or proud?”
3. After visiting all stations, students complete their “Treasure Map” worksheet, reflecting on how their discoveries relate to their self-image. Encourage them to think about how their strengths make them unique and how they can use these strengths for personal growth.

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:

Class Treasure Chest:

Students draw a tree with

1. Leaves: Write or draw their strengths.
2. Roots: Write or draw people or things that support them.

