

SOCIO-EMOTIONAL WELL-BEING

Teacher's Guide: GRADE 9 - Lesson 5

A. Title of card: A. My Journey to become confident

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

Competency 5.1

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

Element:

- Assess their limitations and seek resources for improvement
- Set long-term goals to overcome their limitations

Performance Criteria:

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

C. Purpose of Activity

To help students reflect on their own challenges through a relatable scenario, and empower them to take ownership of their growth by identifying resources and setting long-term goals.

D. Learning Outcomes

By the end of this activity, students will:

- Analyse a real-life inspired scenario to identify limitations and solutions
- Reflect on their own limitations and strengths
- Identify resources that can support their growth
- Set a SMART long-term goal and outline steps to achieve it

E. Resources and Materials

- Scenario handout
- Reflection worksheet
- SMART goal template
- Chart paper and markers

F. Teaching Trajectories/Implementation Guidelines

1. Read or act out the scenario of a 15-year-old who dreams to become a famous painter. He is creative and full of ideas, but he often struggles to manage his time. He procrastinates on assignments, forgets deadlines, and ends up rushing through his work at the last minute. This not only affects his grades but also his confidence. He feels overwhelmed and frustrated, especially when he sees his classmates submitting well-organised art works. He wants to improve, but he does not know where to start. He wishes he could find a way to stay on track and make time for both schoolwork and his personal hobbies.
2. In small groups, students discuss:
 - What is the limitation of the boy?
 - How does it affect his life?
 - What could he do to improve?
3. Students complete a worksheet to identify one of their own limitations and how it affects them.
4. The whole class brainstorms on resources that could help overcome their limitation.
5. Introduce the SMART (Specific, Measurable, Achievable, Relevant, and Time-Bound) goal framework and ask students to write a long-term goal related to overcoming their limitation and break it into actionable steps.
6. Students share their goals and plans in pairs or small groups for feedback and encouragement.

G. Assessment Criteria

- Completed reflection worksheet
- Participation in discussions and activities

H. Extension Activity

- Students revisit their goals monthly and update progress