

# SOCIO-EMOTIONAL WELL-BEING

## Teacher's Guide: GRADE 7 - Lesson 6

### A. Title of Card "My Mirror Moment"

### B. Competency, Element, and Performance Criteria

**Competency:** Foster a positive self-image by balancing self-acceptance with a commitment to personal growth, leading to increased self-confidence and resilience.

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

**Performance Criteria:** Reflect on their self-image, balancing self-acceptance with a commitment to personal growth.

### C. Purpose of Activity

To help students practice looking at themselves with kindness, identifying one strength and one area for growth using a mirror to reinforce positive self-awareness and confidence.

### D. Learning Outcomes

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

- Recognise one positive quality or strength in themselves
- Identify one thing they would like to improve
- Say these reflections out loud or express them in a quiet and respectful way
- Begin to accept themselves while still aiming to grow

### E. Resources and Materials

- One mirror (handheld or standing, can also use a clean tablet/phone with front camera)
- Quiet area or calm setup for the mirror moment (a chair where students can take turns)

### F. Teaching Trajectories/Implementation Guidelines

1. Start by gathering the class and setting a warm tone. Say something like:  
*"Today, we're going to spend a little time thinking about you. We're all growing and learning every day, and it's important to notice the good things about ourselves – and also the things we'd like to get better at. That's how we grow!"*

2. Before asking students to participate, the teacher models first.  
Stand in front of a small mirror and say:  
*"Hmm... I like that I'm a good listener. I want to get better at being more patient, especially when things get busy."*  
This helps show students that it's okay to be open and honest.
3. Invite students to come up one by one.  
They can either say out loud (or quietly to themselves):
  - *"I like that I..."*
  - *"I want to get better at..."*

For students who feel shy or unsure:

  - Let them whisper to the mirror.
  - Or offer them a picture card or paper to draw or write their thoughts instead.
4. Once everyone has had a turn, sit together in a circle and reflect. Ask:
  - *"How did it feel to say something kind about yourself?"*
  - *"Did anyone realise something new or surprising about themselves?"*

#### **G. Assessment - Teacher Observation Checklist:**

- Student identifies one strength
- Student identifies one area for growth
- Student participates respectfully in the mirror moment
- Student shows understanding of self-acceptance and improvement

#### **H. Extension Activity – "Reflection Portrait"**

Students draw themselves and write or draw next to their picture:

- *"One thing I like about myself"*
  - *"One thing I'm still working on"*
- These can be displayed in class.