

SOCIO-EMOTIONAL WELL-BEING

Teacher's Guide: GRADE 8 - Lesson 6

A. Title of Card:

"The Strength Spotlight" – Shine Bright with Teacher Feedback!

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:

- Express their emotions in a healthy and constructive manner, using appropriate language and behaviour
- Seek help from trusted individuals when facing challenges or areas of weakness
- Analyse how their emotions and thoughts influence their behaviour and decisions, providing examples from their own experiences

C. Purpose of Activity

To encourage students to discover and express their strengths, learn to confidently seek feedback from trusted teachers, and reflect on how emotions and thoughts influence their behaviour and self-belief.

D. Learning Outcomes



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

- Identify one personal strength and express it with confidence
- Seek feedback from a teacher to validate their identified strength
- Express how the feedback made them feel using simple emotional vocabulary
- Reflect on how their thoughts and emotions affect their self-image

E. Resources and Materials (Simple & Readily Available)

- Coloured pencils, crayons

F. Teaching Trajectories/Implementation Guidelines

1. Start with a short discussion:
"We all have special strengths—things we do well, things we enjoy. Let's take time to find what we're good at!"
2. Ask students to complete activity 1 in the student's worksheet by drawing something they are good at.
3. Students will take their **"My Strength Card"** to one trusted teacher (any subject) and ask:
"Can you tell me if this is really one of my strengths?"
4. When students are back in class, discuss with students select on how they felt after receiving teacher feedback (e.g., happy, proud, surprised, confused). Let them explain using sentence starters in any language of their choice:
 "When I heard my teacher's words, I felt..."
 "I think this means I can..."
5. Ask students to fill in and decorates activity 2 in their worksheet.
6. Students voluntarily step into the **Strength Spotlight Corner**, hold up their worksheet or card, and share:
"One of my strengths is... and my teacher said... It made me feel..." The class gives them a "silent cheer" (hands up and wiggle fingers) to celebrate their courage.

G. Assessment

- Student Worksheet (Activities 1 & 2) - Student identifies a personal strength and illustrates it clearly.
- Student reflects on the feedback using sentence starters.
- Student shares their strength and feedback with the class.

H. Extension Activity – "My Growing Strength Garden"

Each student creates a "flower" with petals showing their strengths.

The centre contains the teacher's feedback.

Stick these flowers on a class garden poster:

"Together We Grow Stronger!"