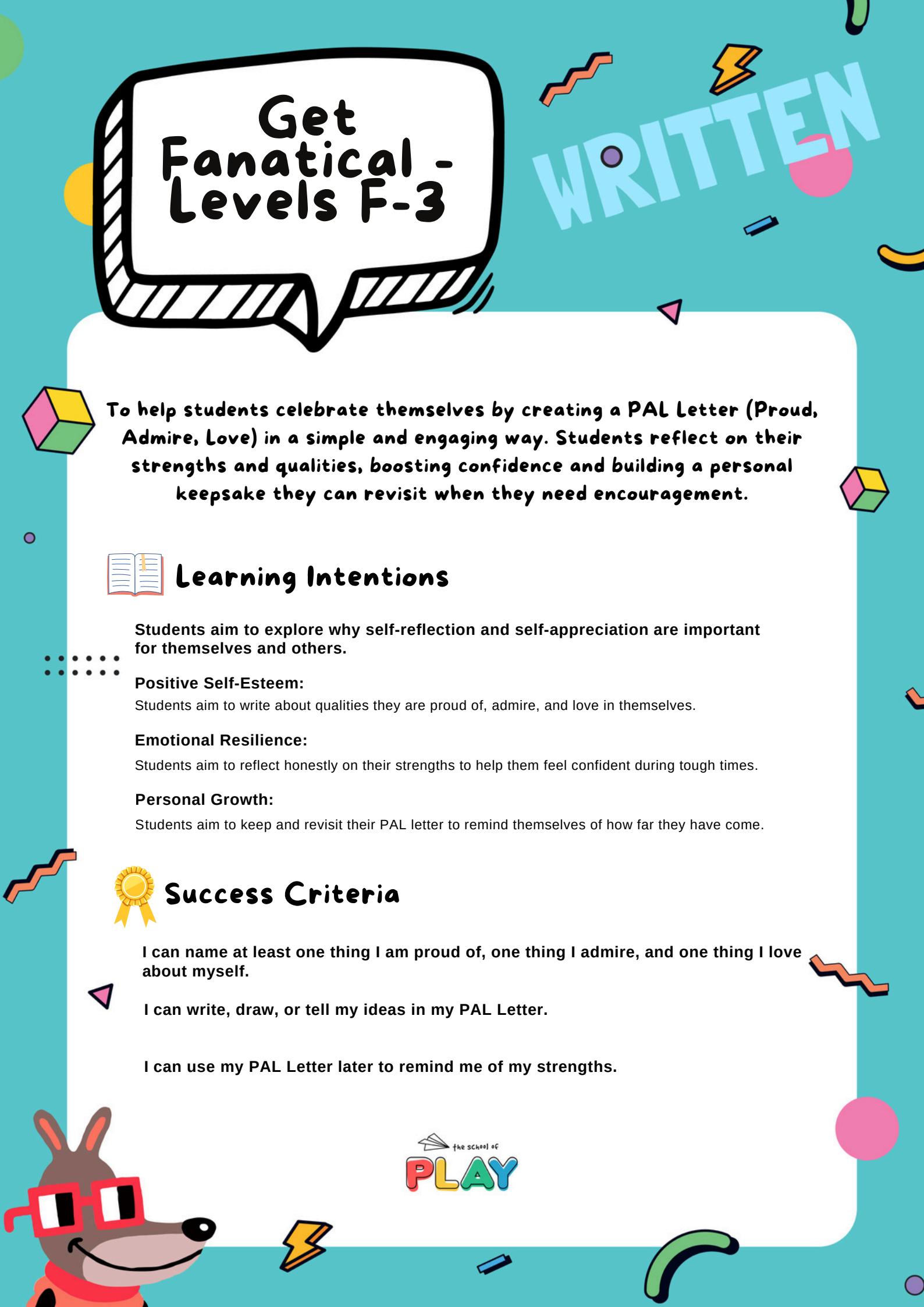
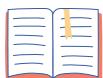


# Get Fanatical - Levels F-3

WRITTEN

  
To help students celebrate themselves by creating a PAL Letter (Proud, Admire, Love) in a simple and engaging way. Students reflect on their strengths and qualities, boosting confidence and building a personal keepsake they can revisit when they need encouragement.



## Learning Intentions

Students aim to explore why self-reflection and self-appreciation are important for themselves and others.

**Positive Self-Esteem:**

Students aim to write about qualities they are proud of, admire, and love in themselves.

**Emotional Resilience:**

Students aim to reflect honestly on their strengths to help them feel confident during tough times.

**Personal Growth:**

Students aim to keep and revisit their PAL letter to remind themselves of how far they have come.



## Success Criteria

I can name at least one thing I am proud of, one thing I admire, and one thing I love about myself.

I can write, draw, or tell my ideas in my PAL Letter.

I can use my PAL Letter later to remind me of my strengths.



# Get Fanatical - Levels F-3

Duration: 10–15 minutes

## Objective

To help students celebrate themselves by creating a **PAL Letter (Proud, Admire, Love)** in a simple and engaging way. Students reflect on their strengths and qualities, boosting confidence and building a personal keepsake they can revisit when they need encouragement.

## Players

Individual activity with optional pair or small group sharing.

## Materials

- Paper
- Pencils
- (Optional) Envelope, folder, or wall space to display letters

## Setup

1. Provide each student with paper and drawing or writing materials.
2. Explain what a **PAL Letter** is: *P = Proud, A = Admire, L = Love.*
3. Give examples they understand, e.g.:
  - Proud: “I am proud I learned to ride my bike.”
  - Admire: “I admire how I am kind to my friends.”
  - Love: “I love that I make people laugh.”

## Gameplay / Activity Steps

### Step 1: Proud

- Ask students to draw or write something they are proud of.
- Examples: finishing a puzzle, helping at home, being a good friend.

### Step 2: Admire

- Students think of something they admire about themselves (a strength or skill).
- Examples: being creative, being kind, being good at sport or art.

### Step 3: Love

- Students finish their PAL Letter by sharing something they love about themselves.
- Examples: their smile, their sense of humour, their bravery, or their caring nature.

### Step 4: Decorate and Keep

- Students decorate their PAL Letter with drawings, colours, or symbols that make them happy.
- Encourage them to keep it somewhere safe, or add it to a class display of positivity.



# Get Fanatical - Levels F-3

WRITTEN

## Reflection Prompts

- What made you feel proud while writing or drawing your PAL Letter?
- How does it feel to admire and love things about yourself?
- Why is it important to remember the good things about who you are?

## Winning the Game

There are no winners. The success is when students recognise what makes them special and create a PAL Letter to remind themselves of their strengths.

## Variations

- **Classroom Edition:** Create a “PAL Wall” where each student adds one positive thing about themselves.
- **Family Edition:** Families write PAL Letters together and share one special quality about each person.
- **Creative Edition:** Turn PAL Letters into posters, cards, or decorated stars to display in the classroom.

## For Wheelchair Users / Accessibility

- Allow students to draw or use stickers instead of writing if preferred.
- Provide digital options or voice-to-text tools for students who find writing tricky.
- Ensure displayed letters are placed at a height accessible to everyone.

## Notes for Inclusion

- Accept all forms of expression, drawings, words, symbols, or spoken contributions.
- Offer sentence starters like: “*I am proud of...*”, “*I admire that I...*”, “*I love that I...*” for extra support.
- Celebrate each student’s PAL Letter as unique, reinforcing the idea that everyone has strengths to be proud of.

