

The Best Me Today - Levels F-3

WRITTEN

To encourage students to practise goal-setting, self-reflection, and responsibility by choosing one positive action to focus on each day.

Learning Intentions

I will aim to set myself a simple daily goal to be my best.

I will aim to explain how I will feel when I achieve my goal.

I will aim to reflect on my actions and notice how they affect myself and others.

Success Criteria

I can write or say my personal goal clearly.

I can describe or draw how achieving my goal will make me feel.

I can reflect at the end of the day and share whether I achieved my goal and why.



The Best Me Today - Levels F-3

WRITTEN

Duration: 10–15 minutes

Objective

To encourage students to practise goal-setting, self-reflection, and responsibility by choosing one positive action to focus on each day.

Gameplay / Activity Steps

1. Choose a Goal

- Teacher models examples (e.g., “My goal today is to listen carefully to others” or “My goal is to help a friend who needs support”).
- Students think of one realistic goal for themselves.

2. Record the Goal

- Students write their goal in a journal or on a “Best Me” goal card.
- Younger students may draw a symbol or picture to represent their goal.

3. Visualise the Feeling

- Students draw or write how they will feel when they achieve their goal (e.g., proud, happy, calm, kind).

4. Check-Ins During the Day

- The teacher gives reminders or prompts.
- Students can look back at their card/journal to stay on track.

5. Reflection Time

- Students reflect in writing, drawing, or group discussion: Did I achieve my goal? How did it make me feel?

Reflection Prompts

- What was your goal today?
- Did you achieve it? Why or why not?
- How did you feel when you tried your best?
- What could you try tomorrow?

Materials

- Notebooks or “Best Me” goal cards (found in PDF resource section).
- Pencils or coloured pencils.
- Visual aids (emotion cards, checklists, stickers for motivation)



The Best Me Today - Levels F-3

WRITTEN

For Wheelchair Users / Accessibility

- Provide printed goal cards with large text and symbols.
- Allow typing or voice-recording of goals if writing is challenging.
- Use assistive tech or peer support to record reflections.
- Ensure sharing is flexible: verbal, pointing, drawing, or using devices.

Notes for Inclusion

- Allow goals to be flexible and tailored to each student's ability (academic, social, or personal).
- Provide scaffolded sentence starters (e.g., "Today my goal is to...") for those needing language support.
- Celebrate all attempts and progress, not just completed goals.
- Encourage peer encouragement so students feel supported in their personal goals.



GOAL CARDS AND FEELING FACES

PRINT AND CUT OUT THE GOAL CARDS AND FEELING FACES. LET STUDENTS PICK A GOAL CARD AT THE START OF THE DAY AND A FEELING FACE TO SHOW HOW THEY WANT TO FEEL AFTER ACHIEVING IT. REVISIT THESE VISUALS DURING THE DAY AND AT REFLECTION TIME.



GOAL CARDS



I WILL SAY "THANK
YOU" WHEN SOMEONE
HELPS ME.



I WILL INCLUDE
SOMEONE WHO IS
ALONE.



I WILL HELP A FRIEND
WHO NEEDS IT.



GOAL CARDS

I WILL GIVE SOMEONE
A COMPLIMENT.



I WILL SMILE AT
EVERYONE TODAY



I WILL RAISE MY HAND
BEFORE I TALK.



GOAL CARDS



I WILL WASH MY
HANDS BEFORE EATING.



I WILL PACK AWAY MY
THINGS AFTER CLASS.



I WILL PUT MY
RUBBISH IN THE BIN.



FEELING FACES



FEELING FACES



FEELING FACES

