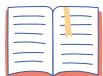


# The Best Me Today (Levels A-B)

WRITTEN

To support early self-awareness and positive behaviour by helping students choose one simple action that makes them feel proud, using visuals, modelling, and multimodal communication.



## Learning Intentions

**Choose a simple positive action:**

Students aim to select one small “best me” action with adult support.

**Express a feeling:**

Students aim to show how they may feel when they try their best (using gesture, picture, or AAC).

**Participate in a shared routine:**

Students aim to join a short goal-setting and reflection moment with their group.



## Success Criteria

I can choose or respond to one simple goal with help.

I can show how I might feel using a picture, gesture, or AAC.

I can participate in the activity with my group.



# The Best Me Today (Levels A-B)

WRITTEN

**Duration:** 5–8 minutes

## Objective

To support early self-awareness and positive behaviour by helping students choose one simple action that makes them feel proud, using visuals, modelling, and multimodal communication.

## What You Need

- Paper or small cards
- Coloured pencils or stamps
- Goal picture cards (e.g., smile, share, help, listen)(found in PDF resource)
- Feeling faces (happy, calm, proud)
- AAC devices programmed with: *help, share, smile, listen, happy, yes, more*

## Setup

- Students sit on the floor or at a table with clear visual access.
- Place 3 - 4 goal cards where students can see or touch them.
- Model the routine:

"We choose a goal... we show a feeling... and later we check in."

## Gameplay / Activity Steps

### 1. Warm-Up: "My Best Me Looks Like..."

Teacher shows each goal card and models the action:

- Smile → teacher smiles
- Share → teacher hands an object to a peer
- Help → teacher picks up a dropped item
- Listen → teacher touches their ear

Students respond by:

- Pointing
- Smiling
- Reaching toward a card
- Vocalising
- Using AAC



# The Best Me Today (Levels A-B)

WRITTEN

## 2. Choose a Goal (Highly Supported)

Teacher says:

"Which one will help you be your best today?"

Students choose by:

- Pointing to the goal they want to focus on
- Touching the card of the goal they want to focus on
- Eye gaze towards the goal card they want to focus on
- Handing the relevant goal card to the teacher
- AAC button ("smile", "help", etc.)

Adults support by offering two choices at a time if needed.

## 3. Show the Feeling

Students show how they might feel when they do their goal:

- Point to "happy" or "proud" face
- Draw a simple smiley circle face with help
- Display the emotion using body and facial expressions
- Use a heart sticker
- Tap AAC "happy"
- Smile or gesture

Teacher narrates:

"When you try your goal, you will feel happy!"

## 4. Keep It in Mind

Place the student's chosen goal card:

- On their desk
- On a ring of visuals
- Clipped to their wheelchair tray
- On the floor in front of them
- Stuck on the wall

Teacher uses simple reminders during the day:

"Best Me reminder: you chose to **smile**."

"Best Me reminder: you chose to **help**."

## 5. Reflection Time

At the end of the session or day, students respond to one prompt using gesture, picture, or AAC:

- "Did you try your goal?" (thumbs up/down, yes/no cards)
- "Show me how you feel now." (point to feeling face or gesture using body language)
- "Who helped you today?" (point to teacher, peer, or photo)

Adults scribe or record any communicative attempts.



# The Best Me Today (Levels A-B)

WRITTEN

## Reflection Prompts (Simple & Visual)

- What was your goal? (show cards)
- Can you show me how you felt? (happy / proud / tired)
- Who helped you do your best? (peer photo, teacher photo)

## Variations

### 1. Two-Choice Goal Picker (Reduced Cognitive Load)

Students choose between just **two** goals:

- Smile / Help
- Share / Listen

This supports learners who need fewer options.

### 2. Sensory Goal Version

Goals are sensory-based:

- "Calm hands"
- "Gentle feet"
- "Slow breathing"
- "Quiet body"

Useful for students needing regulation-first support.

### 3. Visual-Only Version

Students place their photo next to their chosen goal on a board.

Minimal verbal demand, good for early communicators.

### 4. Movement Check-In

Students show success with a movement:

- Clap if they tried
- Tap knees
- Wiggle fingers
- Nod

## AAC-Specific Supports

Include buttons for:

- smile
- help
- share
- listen
- happy
- proud
- yes / no
- again

Model each AAC button during the routine.

Provide slow wait time to allow selection.



# The Best Me Today (Levels A-B)

WRITTEN

## For Wheelchair Users / Accessibility

- Goals may use alternative gestures (e.g., touching shoulder instead of share).
- Students can point, eye gaze, or use switches instead of drawing.
- Place goal cards on a tray or eye-level stand for easy access.
- Use partner-assisted scanning ("Is your goal smile? Help? Share?").

Celebrate every communicative attempt equally.

## Notes for Inclusion

- Provide one instruction at a time.
- Use simple language paired with visuals.
- Celebrate effort, not accuracy: "You tried. That is being your Best Me."
- Allow movement breaks before and after the activity.
- Link to Levels A-B SEL focus areas: early self-awareness, basic decision-making, emotional expression, and supported participation in routines.



# 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



# 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.



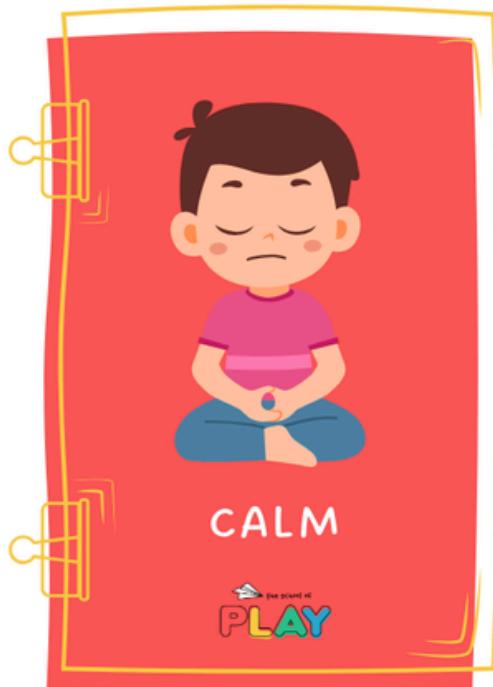
I WILL PUT MY  
RUBBISH IN THE BIN.



# FEELING FACES



# FEELING FACES



# FEELING FACES

