

Best possible self



LESSON OBJECTIVE:

Students will imagine and write about their lives at 40.



▶ ESSENTIAL QUESTIONS

- ▶ What are some ways you can become your best possible self?
- ▶ Why is it important to think about this now?



▶ AGE

- ▶ 10-18



▶ MATERIALS

- ▶ “Best possible self” Handout
- ▶ Writing materials



Reflection before the practice

▶ PREPARATION

- ▶ Take a moment to identify the three most important values to you listed on the handout. Why are these values so important to you? How do they influence your daily life and your long-term plans?



▶ ISTE DIGITAL CITIZENSHIP COMPETENCY

- ▶ INCLUSIVE: I am open to hearing and respectfully recognizing multiple viewpoints and I engage with others online with respect and empathy.



SUPPORT MATERIALS

Visit facebook.com/fbgetdigital to access resources for parents and young people that can complement the lesson students took on Engagement today.

Source: This lesson is being shared through collaboration with the Greater Good Science Center at UC Berkeley. For additional information and resources, please visit <https://ggie.berkeley.edu/>

TELL YOUR STUDENTS

You are going to do an exercise that will allow you to be as creative as you want to be--you're going to imagine what your life might be like at 40.

CLASS INTERACTION

Start by inviting students to close their eyes or to look at a spot on the floor in front of them and to take a few deep breaths.

ASK YOUR STUDENTS

Take a moment to imagine your life at 40 years of age. Things have gone as well as you possibly could have hoped. Silently visualize your answers to my next questions.

What will you be doing?

Who will be in your life?

What will be most important to you?

CLASS INTERACTION

Give students the "Best possible self" Handout and ask them to complete it on their own.

When students have finished, give students the opportunity to share either their writing or their thoughts about this process with each other or with the whole class, if they feel comfortable doing so.

ASK YOUR STUDENTS

Ask students to reflect on whether this exercise confirmed their sense of purpose or, if they aren't sure of their purpose, did it give them any clues or insight into what their purpose might be?

ASSIGNMENT

(in class or homework)

Reflection After the Practice

How did students respond to this practice? Did they find it helpful in helping them decide what their purpose might be?

ACTIVITY SHEETS

Attached to this lesson are student and educator handouts with a space for answers. In some cases, educator responses are provided when it is not a subjective activity.

Lessons are divided into sections based on group activity and/or discussion.

Source: The Purpose Challenge Toolkit was created by Dr. Kendall Cotton-Bronk in partnership with the Greater Good Science Center and Prosocial. kendallcottonbronk.com For more information, visit purposechallenge.org.

ggie.berkeley.edu/practice/best-possible-self



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INSTRUCTIONS

In this activity, be as creative as you can be in answering the questions below. You can use any kind of writing style you want. Don't worry about spelling or grammar, but focus on being as descriptive and detailed as possible.

Take a moment to imagine your life at 40 years of age. Things have gone as well as you possibly could have hoped.

What will you be doing? Why?

Who will be in your life? Why?

What will be most important to you? Why?

What will you be doing professionally or in your career?

What will you be most passionate about?

What matters most in the long-term?

How could your long-term goals and priorities affect others?

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