

Happy Thoughts Journal – Levels F-3

WRITTEN

To encourage students to reflect on positive moments, build gratitude, and develop the ability to express their feelings clearly and confidently.



Learning Intentions

Identify Positive Experiences:

Students aim to recall and share happy or positive moments from their day or week.

Express Feelings Clearly:

For students to practise communicating their feelings using words, sentences, or drawings.

Develop Gratitude and Reflection:

For students to reflect on and recognise why certain moments made them feel good and how they can create more of them.



Success Criteria

Students can describe or record at least one happy moment from their day or week.

Students can explain how that moment made them feel.

Students can set a simple intention for a positive action or a happy moment they would like to experience in the future.



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Duration: 10–20 minutes

Objective

To encourage students to reflect on positive moments, build gratitude, and develop the ability to express their feelings clearly and confidently.

What You Need

- Notebooks or lined paper
- Pencils or coloured pencils
- Visual prompts (optional) – e.g., feelings charts, happy pictures, sentence starters

Gameplay

1. **Introduce the Activity:** Explain that students will think about a happy or positive moment from their day or week.
2. **Record the Moment:** Students write one or two sentences, or draw a picture to represent their happy moment.
3. **Reflect on Feelings:** Students answer the question: “How did this moment make me feel?” using words, drawings, or simple sentences.
4. **Plan Ahead:** Students write or draw one happy moment they would like to experience tomorrow or later in the week.
5. **Share and Celebrate:** Students share with a partner, group, or class (optional). Teachers can celebrate by highlighting different responses and showing appreciation.

Debrief

- “What was your happy moment today or this week?”
- “How did it make you feel?”
- “What do you notice about yourself when you focus on positive moments?”
- “What is one happy thing you’d like to happen tomorrow?”

For Wheelchair Users / Accessibility

- Provide options for students to record responses: drawing, stickers, sentence frames, or assistive technology (e.g., iPads, AAC devices).
- Ensure workspace and writing materials are at an accessible height.
- Offer peer or teacher scribing for students who find writing challenging.



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Notes for Inclusion

- Allow students to choose their preferred form of expression (writing, drawing, speaking, typing, or pointing to visuals).
- Encourage partner work so students can practise sharing with someone they feel comfortable with.
- Validate all responses, ensuring every student feels their happy moment is valued.
- Provide scaffolds such as “Today I felt happy when...” or picture cards to support students who need them.

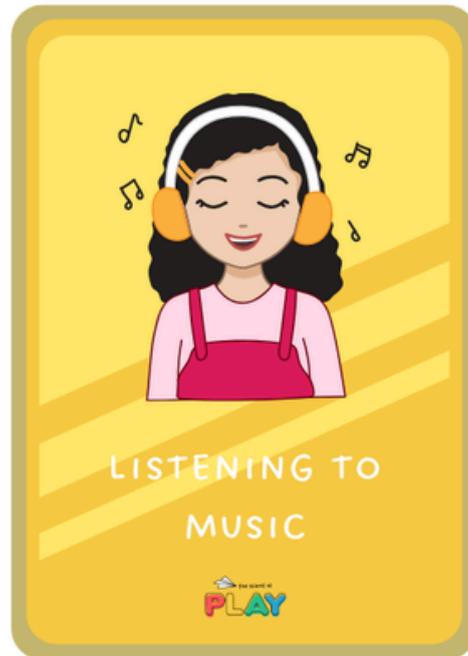
Variations

- **Children’s Edition:** Focus on simple, happy events such as “playing with friends” or “eating my favourite food,” supported with visuals.
- **Family Edition:** Parents and children each record or draw a happy moment and share it with each other.
- **Group Edition:** Create a “Class Happy Journal” where students add their entries each week to build a collective record of positive experiences.

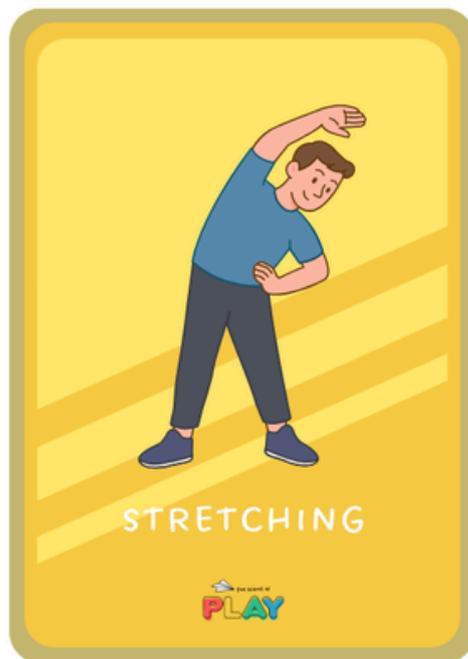


ACTIVITY PICTURE CARDS

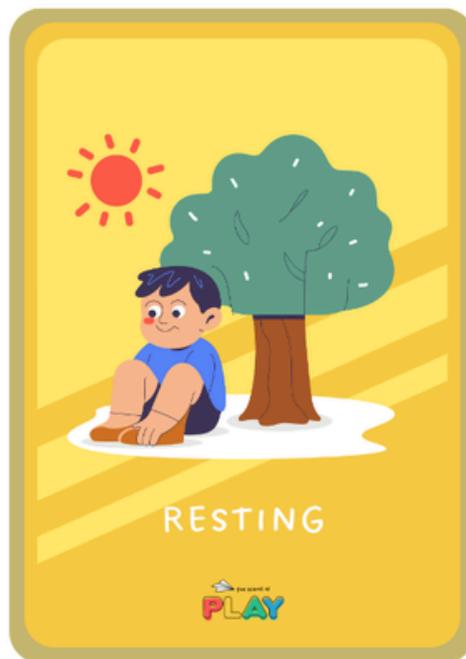
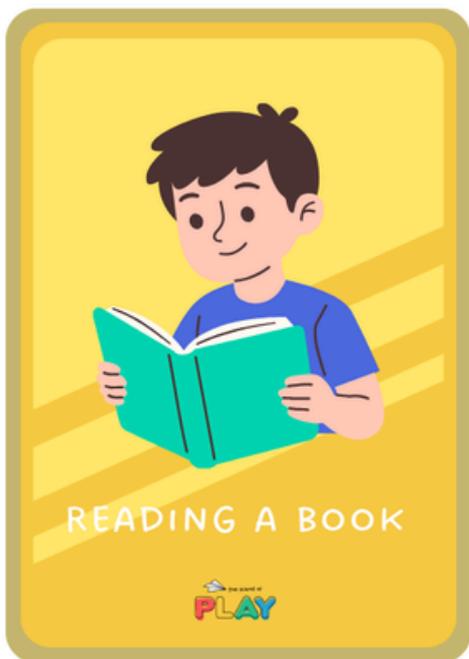
PRINT AND CUT OUT BOTH SETS OF CARDS. STUDENTS CHOOSE ONE HAPPY ACTIVITY CARD AND ONE EMOTION CARD, THEN GLUE, POINT TO, OR SHOW THEM IN THEIR NOTEBOOK TO SHARE A HAPPY THOUGHT FROM TODAY OR ONE THEY WANT FOR TOMORROW. ANY RESPONSE COUNTS (POINTING, EYE GAZE, DRAWING, OR AAC.)



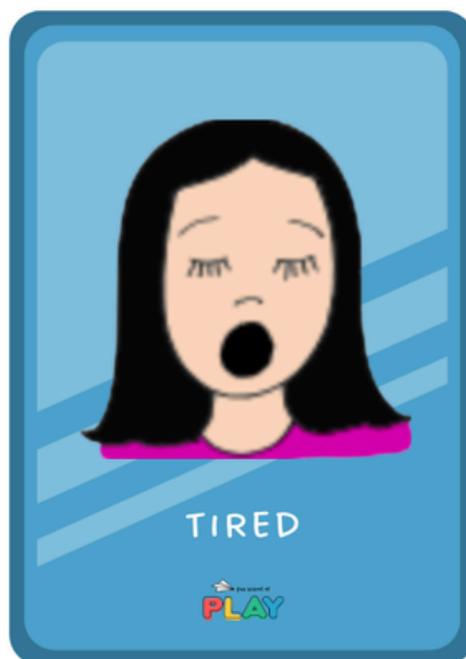
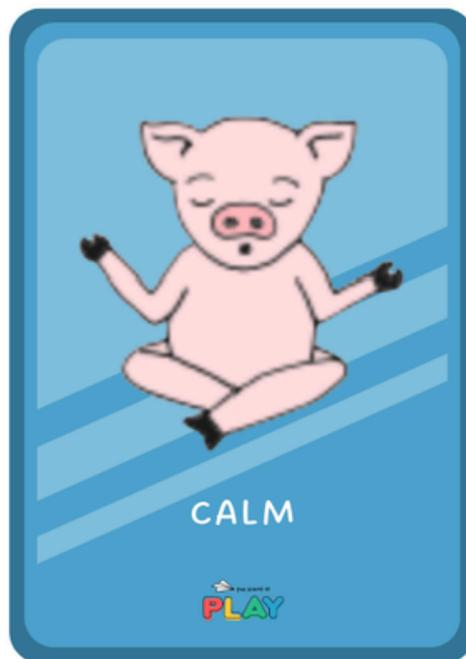
ACTIVITY PICTURE CARDS



ACTIVITY PICTURE CARDS



EMOTION VISUAL CARDS



EMOTION VISUAL CARDS



SMILING



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AMAZED



EMOTION VISUAL CARDS

