

# Happy Thoughts Journal – Levels C & D

# WRITTEN

To promote positive thinking, gratitude, and self-reflection by encouraging students to identify, express, and plan for happy moments in their daily lives.



## Learning Intentions

### Recognise Positive Moments:

..... To identify and reflect on positive experiences in their day.

### Express Feelings Creatively:

To use words, drawings, or symbols to share their happy moments.

### Plan for Positivity:

To think ahead and set intentions for future happy/positive experiences.



## Success Criteria

Students can share or record at least one thing that made them feel good today.

Students can express their happy moments through writing, drawing, or symbols.

Students attempt to reflect on how remembering positive experiences makes them feel.



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**Duration:** 10–20 minutes

## Objective

To promote positive thinking, gratitude, and self-reflection by encouraging students to identify, express, and plan for happy moments in their daily lives.

## What You Need

- Paper or notebook
- Coloured markers or pencils
- (Optional) Emotion visuals or sentence starters for support

## Gameplay

1. **Introduce the Idea:** The Teacher explains that students will write about or draw a happy moment from today.
2. **Record the Moment:** Students write, draw, or identify their happy moment on paper.
3. **Reflect on Feelings:** Students think about how remembering this happy moment makes them feel now and record or share it. To record it students can list their feelings in words around their drawing.
4. **Plan Ahead:** Students write or draw one happy moment they would like to experience tomorrow.
5. **Celebrate Contributions:** Encourage students to share with the group (if they feel comfortable). Celebrate each response with claps, cheers, or thumbs up.

## Debrief

- “What was your happy moment today?”
- “How did it feel to remember it?”
- “What’s a happy moment you’d like to have tomorrow?”
- “Why do you think it’s important to focus on and reflect on happy moments?”

## For Wheelchair Users / Accessibility

- Students may use drawing, pointing to visuals, gestures, or AAC devices to share their happy moments.
- Provide templates with prompts (e.g., “Today I felt happy when...”) to support expression.
- Physical writing can be replaced with stickers, stamps, or verbal sharing.



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## Notes for Inclusion

- Students choose their preferred mode of expression: writing, drawing, speaking, pointing, or using visuals.
- Model examples for those needing extra support.
- Emphasise that all positive moments are valued, no matter how big or small.
- Encourage respectful listening and equal opportunities to share.

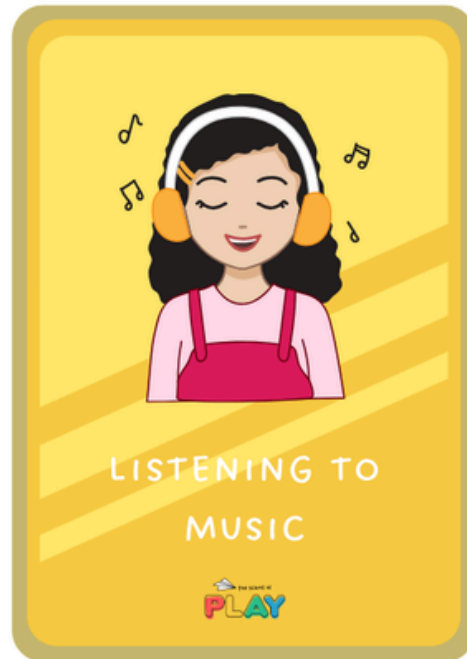
## Variations

- **Children's Edition:** Use picture prompts of simple happy activities (e.g., playing outside, eating lunch with a friend).
- **Family Edition:** Parents and siblings join in, sharing their own happy thoughts.
- **Group Edition:** Students place drawings/writings on a "Wall of Happy Thoughts" for collective celebration.

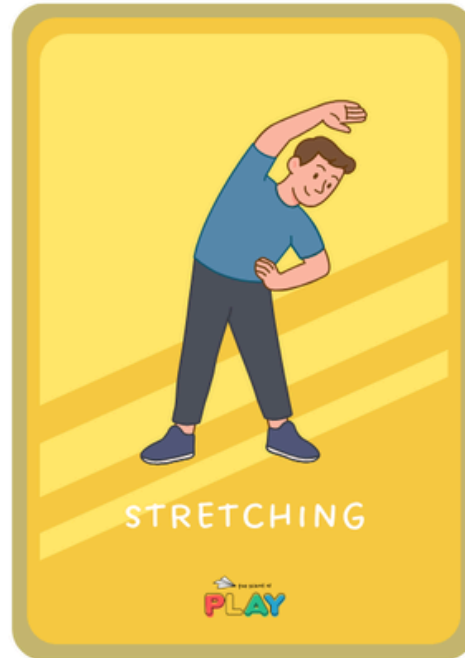


# ACTIVITY PICTURE CARDS

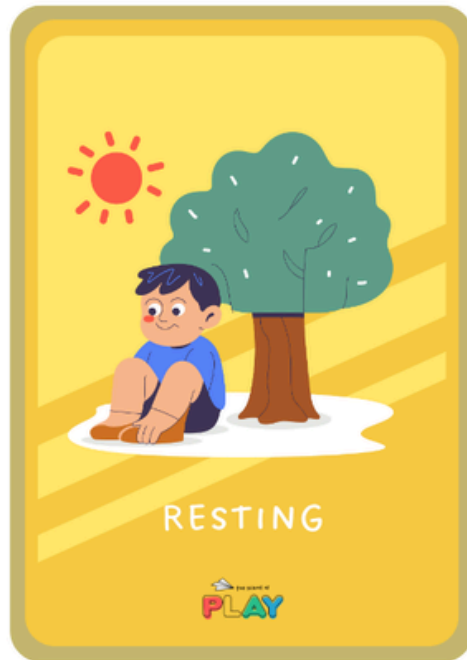
PRINT AND CUT OUT BOTH SETS OF CARDS. STUDENTS CHOOSE ONE HAPPY ACTIVITY CARD AND ONE EMOTION CARD, THEN GLUE, POINT TO, OR SHOW THEM IN THEIR NOTEBOOK TO SHARE A HAPPY THOUGHT FROM TODAY OR ONE THEY WANT FOR TOMORROW. ANY RESPONSE COUNTS (POINTING, EYE GAZE, DRAWING, OR AAC.)



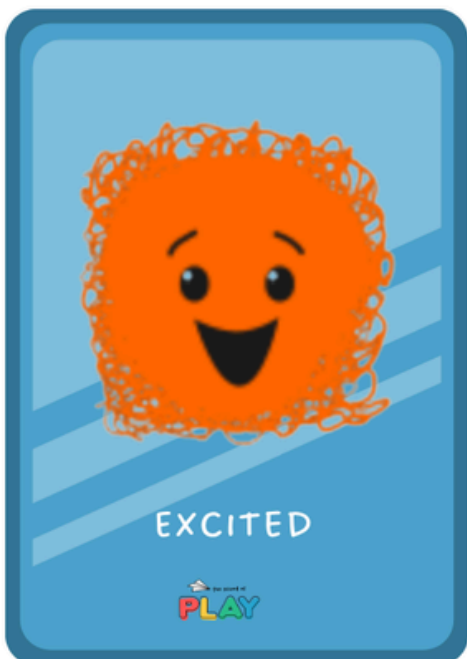
# ACTIVITY PICTURE CARDS



# ACTIVITY PICTURE CARDS



# EMOTION VISUAL CARDS



# EMOTION VISUAL CARDS



SMILING



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# EMOTION VISUAL CARDS

