

What Makes Me Feel Good? - Levels C & D

WRITTEN

To help students recognise the activities and habits that make them feel happy and healthy, reflect on why these activities matter, and think about how to include them more often in their daily lives.



Learning Intentions

Identify positive activities:



Students aim to think about the things that make them feel happy and healthy.

Explain my feelings:

Students aim to explain why these activities make them feel good.

Plan for well-being:

Students aim to think about how to make time for these activities in their lives.



Success Criteria

I can list or draw at least three activities that make me feel happy.



I can explain why each activity makes me feel good.

I can think of one way to include more of these activities in my routine.



What Makes Me Feel Good?

Levels C & D

WRITTEN

Duration: 10–15 minutes

Objective

To help students recognise the activities and habits that make them feel happy and healthy, reflect on why these activities matter, and think about how to include them more often in their daily lives.

Players

Individual reflection, with options for partner or group sharing.

Materials

- Paper or notebooks
- Pencils or coloured pencils
- Optional: a display space for a **Feel Good Wall**

Setup

- Provide students with paper and drawing/writing materials.
- Create a calm, reflective environment where students can think about the activities that bring them joy and strengthen their well-being.
- Share a few teacher examples (e.g., “I feel good when I go for a walk” or “I feel happy when I play music”).

Gameplay / Activity Steps

Step 1: List or Draw Feel-Good Activities

- Ask students to write down or draw at least three activities that make them feel good (e.g., playing outside, reading, spending time with friends, listening to music).

Step 2: Explain Why They Feel Good

- For each activity, students write or describe why it makes them feel happy or healthy.
- Example: “I feel good when I play soccer because I run with my friends and have fun.”

Step 3: Plan for More Feel-Good Moments

- Ask students to think about how they can do one of these activities more often.
- Optional: introduce the idea of making a **Healthy Habits Schedule** where they set aside time for one activity each day or week.

Step 4: Share Together

- Students can share one activity with a partner, small group, or add their ideas to a **Feel Good Wall** to inspire others.



What Makes Me Feel Good?

Levels C & D

WRITTEN

Reflection Prompts

- “How can you make more time for the things that make you feel good?”
- “What new activity could you try that might make you feel happy or healthy?”
- “How does doing things you enjoy affect your mood and well-being?”

Winning the Game

There are no winners. The success is when students identify activities that bring them joy, reflect on why these are important, and start to think about making them a regular part of their lives.

Variations

- **Classroom Edition:** Create a **Feel Good Wall** where students post their activities, building a visual reminder of healthy, positive habits.
- **Family Edition:** Students share their lists at home and encourage their family to make time for activities that feel good together.
- **Group Edition:** Students work in pairs or small groups to brainstorm activities that make them happy, learning new ideas from peers.

For Wheelchair Users / Accessibility

- Encourage students to choose activities that feel comfortable and accessible for them.
- Use pictures, symbols, or AAC devices for students who prefer visual or digital communication.
- Ensure group sharing celebrates all contributions, whether spoken, drawn, or written.

Notes for Inclusion

- Accept lists in any form (drawings, words, symbols, or spoken reflections).
- Provide prompts or sentence starters such as: “I feel good when...” or “This makes me happy because...”
- Encourage all students to celebrate their peers’ ideas to create a positive, inclusive classroom culture.

