

# What Makes Me Feel Good? (Levels A-B)

# WRITTEN

To help students recognise and express what makes them and their peers feel good, such as favourite activities, people, or sensory experiences, using simple communication methods matched to their ability level.



## Learning Intentions

### Identify Feel-Good Activities:



Students will explore simple things that help them and their peers feel happy, calm, or comfortable.

### Express Feelings in Their Own Way:

Students will use gestures, visuals, AAC, or drawing to show what makes them feel good.

### Build Awareness of Well-Being:

Students will begin recognising activities that help their bodies and minds feel good and what activities make their peers feel good.



## Success Criteria

Students choose or point to at least one activity that makes them feel good.



Students show or communicate how the activity makes them feel (happy, calm, excited).

Students collect feel good activities from their peers.



# What Makes Me Feel Good? (Levels A-B)

# WRITTEN

**Duration:** 10 - 15 minutes

## Objective

To help students recognise and express what makes them and their peers feel good, such as favourite activities, people, or sensory experiences, using simple communication methods matched to their ability level.

## What You Need

A3 Paper or notebooks

Pencils or coloured pencils

Feel-Good Picture Cards (e.g., playing, music, walking, hugging a toy, friends, quiet time, pets) (found in PDF resource)

Emotion visuals (happy, calm, excited) (found in PDF resource)

AAC devices with vocabulary such as: *happy, calm, I like, more, finished*

## Setup

Print out a set of the Feel-Good Picture cards (one set per student)

Ensure each student has a A3 piece of paper, with a heading "What makes us feel good".

Teacher models by saying:

"I feel good when I go outside."

"I feel good when I listen to music."

Show picture cards to support understanding.

## Gameplay / Activity Steps

### Step 1: Explore Feel-Good Options

Spread out feel-good picture cards in front of the students and ensure each one is clearly understood. The teacher can explain each card.

The teacher can ask the students to think about:

"Which one makes YOU feel good?"

Students respond by:

- pointing to a card
- eye gaze towards the card
- picking up a card
- pressing AAC "I like" or "family"

Teacher celebrates ALL responses.



# What Makes Me Feel Good? (Levels A-B)

# WRITTEN

## Step 2: Draw or Choose One Feel-Good Activity

Students then select a Feel-Good picture card that makes them feel happy. They stick it onto their page and ask a teacher to help write their name underneath it.

## Step 3: Collect Peer Feel Good cards

Students move around the room and visit each of their peers and collect one Feel-Good picture card that makes their peer feel good or happy. They collect the card and take it back to their workspace and stick it onto their page. Encourage students to decorate their posters and add in symbols or shapes or colours to each card that is a representation of the peer they got the card from.

## Step 4: Plan One More Feel-Good Moment

Ask students to choose ONE feel-good activity they could do today or after school. They may respond by pointing or selecting a card.

Teacher models:

"Today, I will listen to music because it makes me feel good."

## Reflection Prompts

Use visuals or yes/no questions:

- "Did drawing shapes on your poster make you feel good?" (yes/no)
- "Show me your friends feel-good activities!"
- "Do you want to do your feel-good activity again?" (AAC: *more / finished*)

## Sensory-Seeking Learners Variation

### 1. Add a Movement Option

Include sensory activities as feel-good choices:

- jumping
- spinning chair
- deep pressure hug
- stretching
- squeezing a sensory ball



# What Makes Me Feel Good? (Levels A-B)

# WRITTEN

## 2. Sensory Stations

Set up small stations representing activities:

- music station
- movement mat
- soft toy station
- quiet tent

Students explore and choose their favourite.

## 3. Feel-Good Body Showing

Instead of drawing, students show their favourite activity with movement:

- flapping arms (bird play)
- rocking (calm)
- tapping knees (music)

## 4. Tactile Support

Use texture cards to help students engage with choices:

- soft fur = comfort
- bumpy = energetic play
- smooth = calm activities

## AAC-Specific Supports

### 1. Preload Vocabulary

Include symbols for:

- happy
- calm
- excited
- I like
- more
- finished
- play
- music
- outside
- friend
- quiet



# What Makes Me Feel Good? (Levels A-B)

# WRITTEN

## 2. Aided Language Input

Teacher models on AAC:

"I feel happy."

"I like music."

"This makes me feel good."

## 3. Choice-Making with AAC

Display two cards and ask:

"Which makes you feel good?"

Students respond by:

- pressing "this" or "that"
- selecting the symbol (e.g., *music*, *outside*)

## 4. Expressing Emotions

Students use AAC to say:

- "happy"
- "calm"
- "good"
- "more"

## 5. Reflection Via AAC

Provide a sentence starter grid:

- "I feel good when..."
- "I like..."
- "More..."

## Notes for Inclusion

Accept ALL forms of communication:

- gestures
- smiles
- pictures
- sounds
- AAC
- drawing
- pointing

Provide extended time for reflection.

Celebrate every student's contribution.





# FEEL-GOOD PICTURE CARDS

PRINT AND CUT OUT THE CARDS. STUDENTS CHOOSE ONE PICTURE THAT MAKES THEM FEEL GOOD AND PAIR IT WITH AN EMOTION VISUAL THAT MATCHES HOW IT MAKES THEM FEEL. CELEBRATE EVERY ATTEMPT BY NAMING THE ACTIVITY AND THE FEELING IT CREATES.



# FEEL-GOOD PICTURE CARDS



FRIENDS



PETS



QUIET TIME



DRAWING



# FEEL-GOOD PICTURE CARDS



BUILDING WITH  
BLOCKS



SWINGING



WATER PLAY



READING BOOKS





# EMOTIONS CARDS



HAPPY



THANKFUL



LAUGHING



PROUD



# EMOTIONS CARDS



LOVED



APPRECIATED



SURPRISED



STRONG



# EMOTIONS CARDS



EXCITED



CALM



SILLY



AMAZED

