

# What Makes Me Feel Good? – Levels F-3

WRITTEN

To encourage students to recognise the activities that make them happy and healthy, talk about why they matter, and practise making time for them in their daily lives.



## Learning Intentions

### Notice happy activities:

Students aim to think about things that make them feel good.

### Talk about my feelings:

Students aim to say or show why these things make them feel happy.

### Plan to feel good more often:

Students plan to think of ways to do positive things that make them feel good more often.



## Success Criteria

I can list, draw, or say at least three things that make me feel happy.

I can explain why each activity makes me feel good.

I can share one way I will do one of these things again or regularly.



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**Duration:** 10–15 minutes

## **Objective**

To encourage students to recognise the activities that make them happy and healthy, talk about why they matter, and practise making time for them in their daily lives.

## **Players**

Individual reflection, with options for partner, small group, or whole-class sharing.

## **Materials**

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

## **Setup**

- Provide each student with paper and drawing/writing materials.
- Create a safe, calm space for thinking and reflecting.
- Share a few simple examples as a model (e.g., “I feel good when I hug my pet,” “I feel happy when I play at the park”).

## **Gameplay / Activity Steps**

### **Step 1: Think About Feel-Good Activities**

- Ask students to think of at least three things that make them feel happy (e.g., playing a game, reading, eating a favourite food, being with family or friends).
- They can write, draw, or use symbols to show their activities.

### **Step 2: Explain Why They Feel Good**

- Students explain why each activity makes them feel happy or healthy.
- Example: “I feel good when I draw because it relaxes me,” or “I feel happy when I ride my bike because I have fun.”

### **Step 3: Plan to Do Them Again**

- Students choose one activity from their list and think about how and when they can do it again this week.
- Optional: Create a simple “Feel Good Plan” or **Healthy Habits Schedule**.

### **Step 4: Share Together**

- Students can share one activity with the class, in pairs, or add it to a **Feel Good Wall** to build a classroom display.



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## Reflection Prompts

- “What is one activity that makes you feel good?”
- “How do you feel when you do this activity?”
- “When will you do it again?”

## Winning the Game

There are no winners. The success is when students can name their feel-good activities, share why they are important, and plan to do them again.

## Variations

- **Classroom Edition:** Create a large **Feel Good Wall** where each student adds one activity that makes them happy.
- **Family Edition:** Students make a list or drawing at home and share it with their family, encouraging everyone to join in.
- **Group Edition:** Students compare and share their favourite activities in small groups, finding common activities to celebrate.

## For Wheelchair Users / Accessibility

- Activities can include all kinds of options: quiet, creative, active, or social.
- Students can write, draw, speak, or use symbols/assistive tech to record their activities.
- Sharing should allow for multiple ways of expression (verbal, visual, digital).

## Notes for Inclusion

- Accept different forms of expression (drawings, symbols, words, gestures).
- Provide sentence starters such as: “I feel good when...” or “This makes me happy because...”
- Encourage respectful listening so every student feels valued.

