



# Feeling good

**Introduction**      **Exploring relationships between eating, feeling and activity.**

This activity helps you and your child think about feelings and consequences.

**You'll need**      Some cards or paper cut up into large squares, and some pencils or pens.

**Activity**      Ask your child what their favourite activities are. For each activity write its name on the card (if your child is starting or able to read) and ask your child to draw a picture of the activity or thing (if you want to be quicker you can draw the picture yourself). Help your child to think of 3-5 activities and chat to them about why they like doing these things.

Next ask your child what their favourite foods are, and for each write its name and draw a picture on a card as before. Put these in a separate row from the first set.

Then ask your child to do the same for activities they don't like. After that do the same for food that they don't like. So you end up with four rows of pictures.

Next, jumble up the cards so that they are no longer in rows (try to remember which cards were in which rows!)

Now ask your child which things they think are good for their body and which things aren't good, and which things they aren't sure about. The idea is for you and your child to start thinking about the relationship between short term enjoyment and longer term consequences, so that chips might be a favourite food, but we know if too many are eaten then it will not be good for your body in the long term.

**The explanation** The idea of this game is to provide an opportunity for children to think about their likes and dislikes in relation to longer term consequences for their development. It gives you a chance to explain things to your child. Don't be worried about saying that you don't know about something – if you're interested you can find out about the topic and explain later or play the game again.

The game is structured so that the immediate way children think about something is the first part of the game. It involves identifying what they like and dislike. The next part of the game provides an opportunity to talk about the different topics and introduce the idea that just because we like something it isn't necessarily good for us.

However, it's important to engage your child with this activity. Children are easily put off by being lectured that something is 'bad', especially if it's something they like. After all none of us enjoys being told that things we like are 'bad'. It's better to structure the conversation in a way that leads your child to the conclusion you're after. So for example, if a child says watching television is a favourite activity, you might ask "what good does it do your body?" Here you could prompt that it tells us about things, for example, you can see places you haven't been to and learn about new things. But this might be followed up with questions such as "if you watch too much television and don't run about what happens to your body?"