

Section 3

Getting to Know My Body

**Helping children to
understand how their
body reacts physically
to their emotions**

Getting To Know Your Body!

Aim:

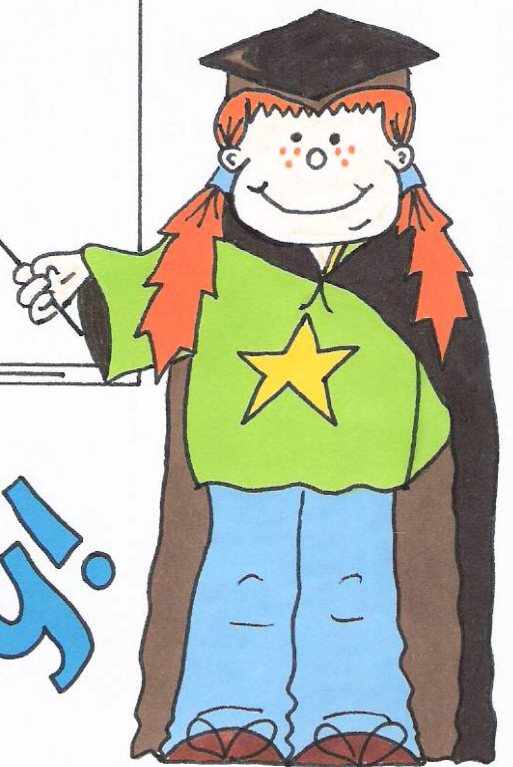
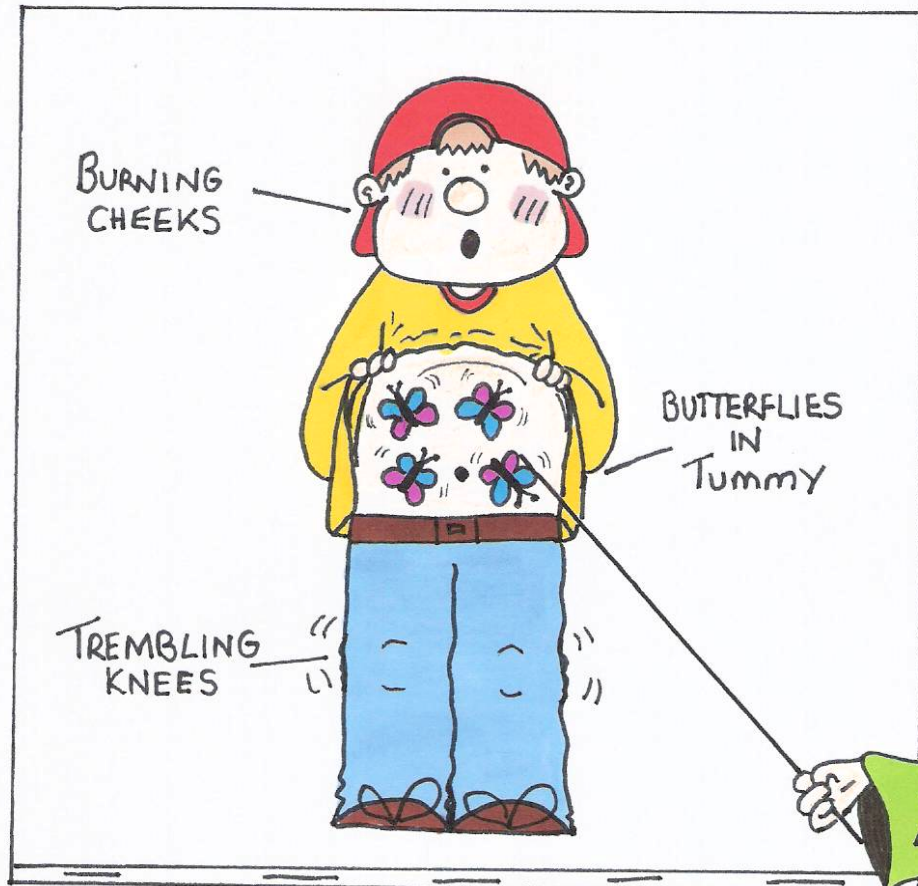
The aim of this section is to help children identify what they are feeling by the way their body is reacting. Until children are able to do this, they may be unable to acknowledge what they are feeling until their behaviour has spiralled out of hand. By understanding the way in which their body reacts to a feeling, children can gain a sense of mastery and control. They will be able to recognise what they are feeling and subsequently this will allow them to identify triggers to particular emotions. This will allow them to avoid or seek out these triggers if they wish to.

When children feel their bodies starting to react in a particular way they will be able to take stock and decide on a course of action. For example, this is making me happy I will stay, or this is making me angry so I need to avoid this situation.

This section should always be completed prior to any of the sections relating to feelings and emotions.

Notes:

Getting To Know



Your Body!

Guidelines for using

‘Getting to Know Your Body!’

This is an informative worksheet to introduce the notion that the body reacts to feelings.

It might be useful for you to discuss with the children the second paragraph relating to possible bodily reactions. Ask the children if they have ever experienced any of these reactions or anything similar. What words would they use to describe sensations they feel? For example, do they feel butterflies flapping in their stomach or is it more of a washing machine? Can they relate these sensations to an emotion?

This is a difficult concept for children to grasp initially. Therefore, it might be useful for you to describe how your body reacts to your feelings.

Ensure that children are clear about what is being portrayed through the worksheet before moving on.

Notes:

Getting to know your body!

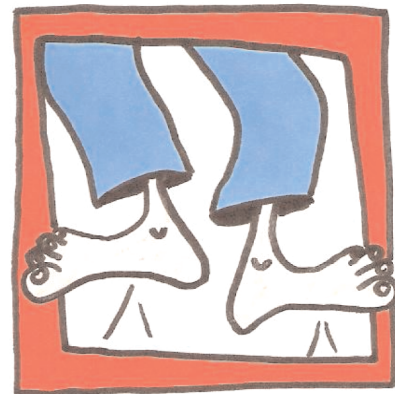
YOUR BODY IS REALLY GOOD AT LETTING YOU KNOW HOW YOU FEEL, BUT IT DOESN'T TELL YOU IN WORDS. INSTEAD, IT LETS YOU KNOW BY THE WAY DIFFERENT PARTS OF YOUR BODY FEEL.

HAS IT EVER FELT LIKE YOUR HANDS ARE DRIPPING WITH SWEAT?



OR HAS YOUR FACE FELT SO HOT YOU THINK THAT IT'S GOING TO EXPLODE?

HAS IT EVER FELT LIKE YOUR FEET JUST CAN'T STOP MOVING?



ALL OF THESE ARE YOUR BODY'S WAY OF TELLING YOU ABOUT YOUR EMOTIONS. THE TRICKY THING IS THAT NOT EVERYONE'S BODY SPEAKS THE SAME LANGUAGE.

LEARNING WHAT LANGUAGE YOUR BODY SPEAKS WILL HELP YOU TO RECOGNISE YOUR EMOTIONS AND HELP YOU UNDERSTAND WHAT YOU ARE FEELING. WHEN YOU UNDERSTAND WHAT YOU ARE FEELING IT MEANS YOU ARE MORE LIKELY TO STAY IN CONTROL OF YOUR EMOTIONS.

Guidelines for using 'Subsequent Worksheets'

The worksheets that form the remainder of this section all follow the same format. They ask the child to imagine how they would feel given a particular scenario. The scenarios are designed to elicit a diverse range of emotions.

Children who find expressing their own feelings difficult may benefit from the use of puppets or toys. You could depersonalise the experience through the use of these by asking how they believe the puppet/toy would feel given the scenario.

The next part of the worksheets asks children to identify where they would feel this emotion in their body. Would they feel a reaction in their hands, shoulders, head, tummy, etc?

Try to elicit a description of these reactions – for example, do they feel like butterflies? Are they warm or cold feelings? Do they like the sensations?

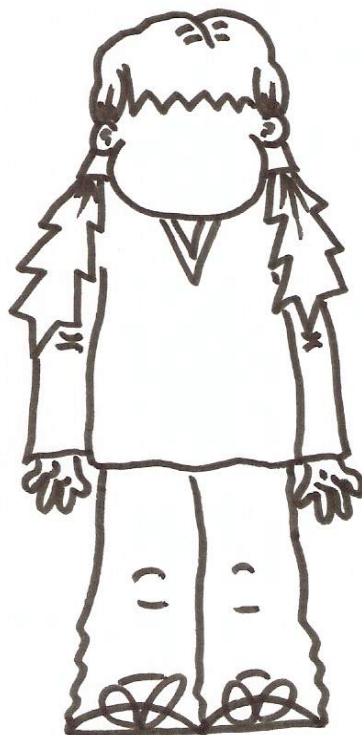
Notes:

YOU WIN FIRST PRIZE IN A COMPETITION

How would you feel?

Where would you feel it?

(MARK THE PLACES ON THE BODY BELOW WHERE YOU WOULD FEEL THIS EMOTION. TRY TO DESCRIBE WHAT IS HAPPENING AND HOW IT FEELS!)

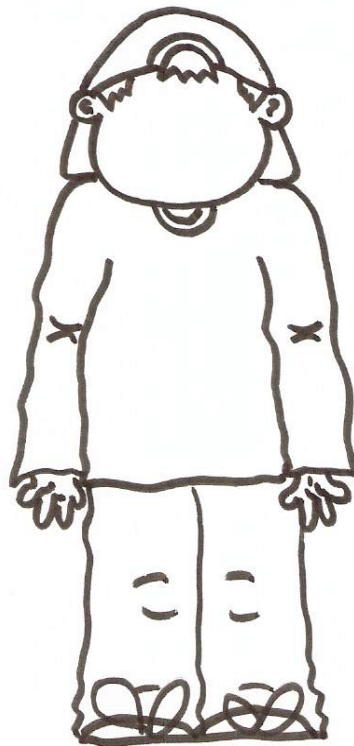


SOMEONE CALLS A MEMBER OF YOUR FAMILY A
NASTY NAME.

How would you feel?

Where would you feel it?

(MARK THE PLACES ON THE BODY BELOW WHERE YOU WOULD FEEL
THIS EMOTION. TRY TO DESCRIBE WHAT IS HAPPENING AND HOW IT
FEELS!)

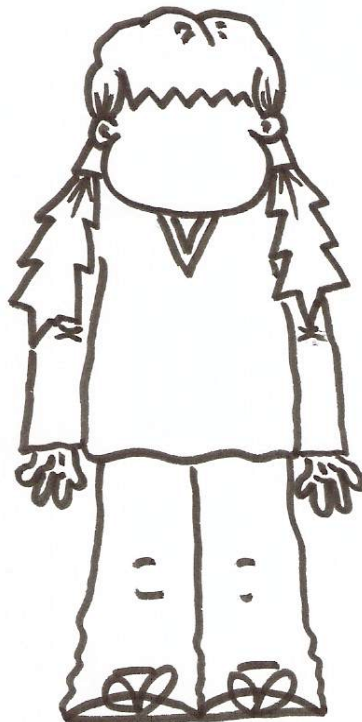


YOU MISBEHAVED IN THE PLAYGROUND AT
LUNCHTIME AND THE SCHOOL ARE GOING TO TELL
YOUR PARENTS ABOUT IT.

How would you feel?

Where would you feel it?

(MARK THE PLACES ON THE BODY BELOW WHERE YOU WOULD FEEL
THIS EMOTION. TRY TO DESCRIBE WHAT IS HAPPENING AND HOW IT
FEELS!)

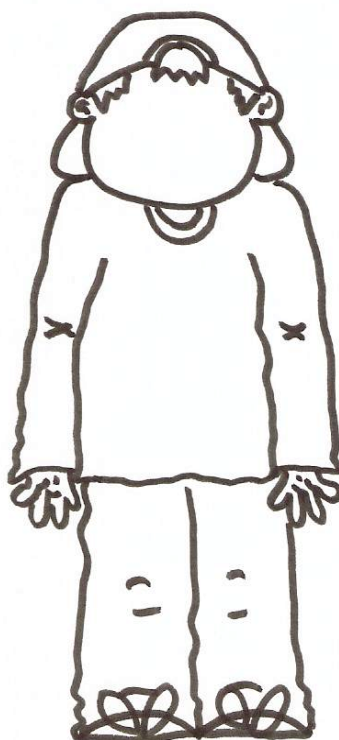


YOU PUT LOTS OF EFFORT INTO A PIECE OF WORK.
YOU ARE GOING TO GET A CERTIFICATE FOR IT.

How would you feel?

Where would you feel it?

(MARK THE PLACES ON THE BODY BELOW WHERE YOU WOULD FEEL
THIS EMOTION. TRY TO DESCRIBE WHAT IS HAPPENING AND HOW IT
FEELS!)

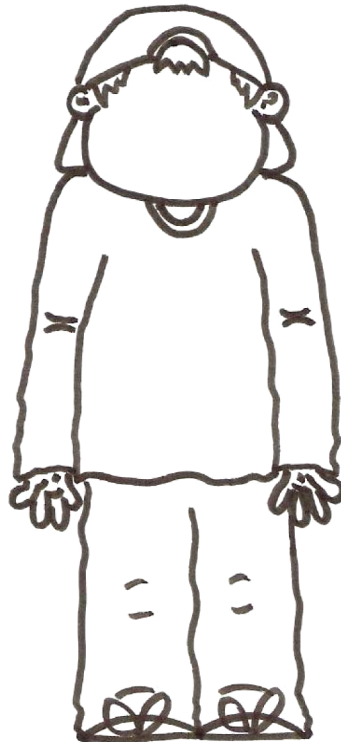


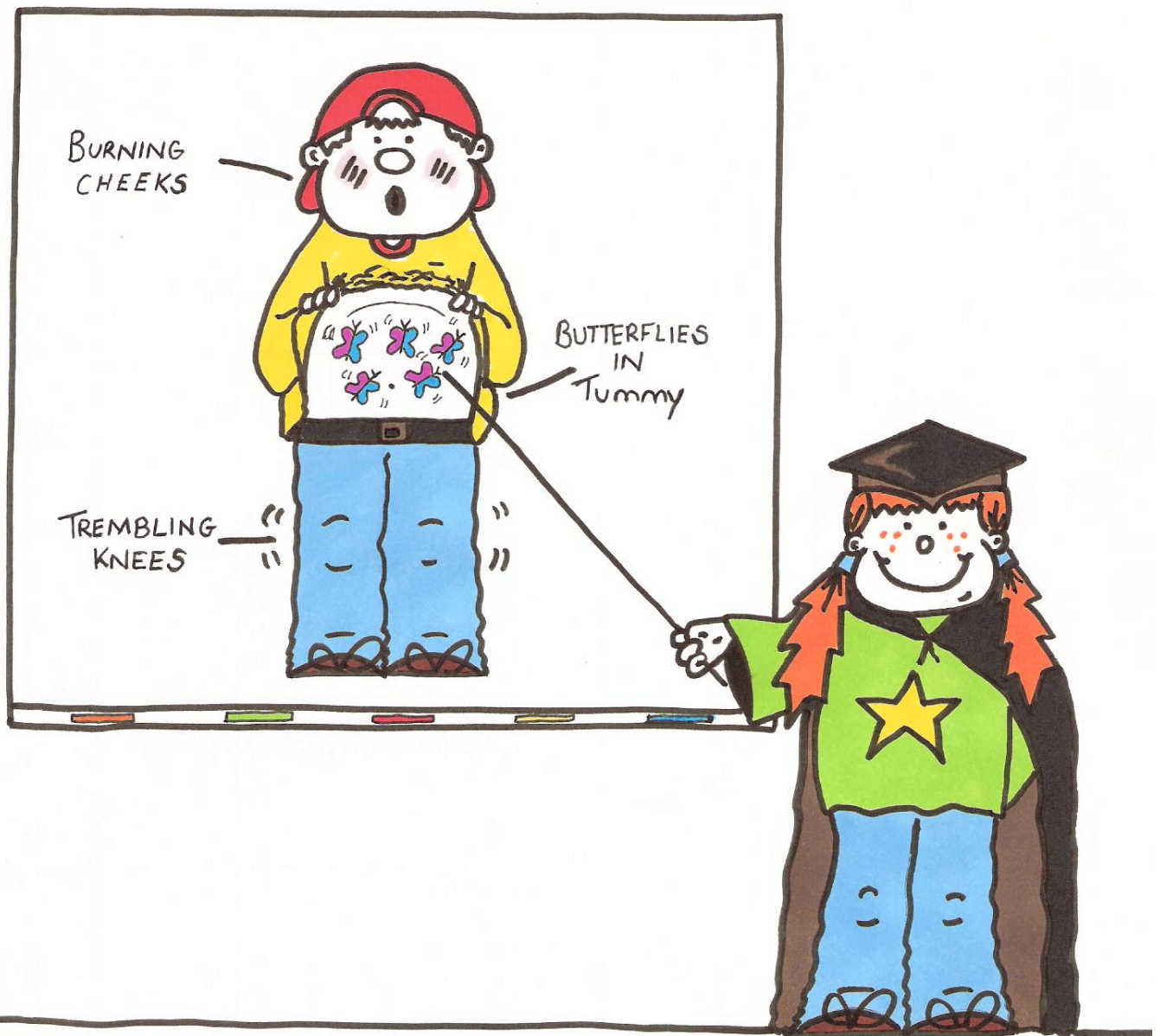
YOU ARE TRYING TO TELL YOUR FRIENDS SOMETHING
REALLY IMPORTANT BUT THEY DON'T SEEM TO WANT
TO LISTEN TO YOU.

How would you feel?

Where would you feel it?

(MARK THE PLACES ON THE BODY BELOW WHERE YOU WOULD FEEL
THIS EMOTION. TRY TO DESCRIBE WHAT IS HAPPENING AND HOW IT
FEELS!)





I can
understand my
body!

Transferring Skills:

This can be an exceptionally hard skill for children to grasp. It may be really difficult for them to imagine how their bodies react to their differing emotions. Therefore, for this section particularly, it is crucial for the new skills to be reinforced outside of the one-to-one sessions. This could be achieved by asking how their body is reacting once they are back in their everyday environments. Obviously you need to be selective about the times you ask questions related to this. However, you could pick a variety of differing situations where the child could be experiencing both negative and positive emotions. Ask the child to identify where he or she is experiencing a feeling in the body and to describe the sensation. Ensure that you allow the child to make the link between these reactions and an emotional feeling.

Remember to protect the child's privacy when doing this.

If the child has been involved in a difficult incident, this will also give you opportunity to reflect with the child how his or her body reacted during that incident and the links to an emotion.

Notes:
