



# SIGNALS FROM INNER SPACE

NOTICING EMOTIONAL  
BODY CUES

Games and Activities for  
Building Emotional Awareness

**MIGHTIER**



# Signals from Inner Space

## Noticing Emotional Body Cues



### Unit Overview

In this unit, students will learn about interoception, which is the ability to sense signals coming from inside the body. We explore how body signals like sweaty palms, a pounding heart, and clenched fists give us information about how we feel and what we need. Students will work within the metaphor of 'Innernauts' (astronauts inside the body!) to go on a mission exploring body signals and learning how internal cues can tell us how we feel.



### Lessons

- **Lesson 1 – Innernauts**
  - Skill Introduction (Interoception)
  - Switchboard Switch-up activity
  - Inner Space Camp activity
- **Lesson 2 – Exploring Inner Space**
  - Skill Introduction (Interoception/Emotions)
  - Communication Station discussion
  - Innernaut Body Map activity
- **Lesson 3 – Meet the Lavalings: Osmund**
  - Character Bio
  - Lavalings Meets Human activity
  - Bonus activity: Osmund's comic strip
- **Lesson 4 – Mission: Fill in the Blank**
  - Innernaut Body Scan
  - Fill in the Blank activity



### Essential Questions

- What am I feeling? How am I feeling?
- What is interoception? How do I interpret body signals?
- How do emotions feel in my body?
- How do body signals tell me what my body needs?



### Key Vocabulary

- **Interoception:** the ability to sense signals coming from inside the body
- **Body signals:** internal cues that communicate a need (rumbling stomach, full bladder, sweaty palms, heart racing, fast breathing)
- **Emotion:** how your brain and body feel\*
- **Coping skill:** an action that helps you feel calmer or better in some way

\*Feelings and emotions are technically different (feelings are thoughts about our emotions, they are how we interpret emotions), but for the purpose of this unit and for students' understanding, we are using them synonymously.

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## Noticing Emotional Body Cues



### Standards/Alignment

#### **CASEL Competencies:**

- Self-Awareness
- Self-Management

#### **ELA (Mass)**

- R.PK-12.1
  - Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
- W.PK-12.4
  - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- SL.PK-12.1
  - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

#### **Arts (Mass)**

- PK-K.V.Cr.01
  - Generate and conceptualize artistic ideas and work
- PK-K.V.Cr.02
  - Organize and develop artistic ideas and work.

#### **Comprehensive Health (Mass)**

- CH.PH.01.02
  - Identify behaviors and environmental factors that influence functioning of body systems
- CH.PH.01.08
  - Describe the influence of health habits on growth and development
- CH.PH.01.09
  - Apply skills that increase immediate peak functioning of body systems (vigorous exercise, eating nutritious foods, adequate rest)
- CH.SEH.05.01
  - Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings
- CH.SEH.05.02
  - Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being
- CH.SEH.05.11
  - Analyze healthy ways to express emotions and to cope with feelings, including the common causes of stress, its effects on the body, and managing stress

# Signals from Inner Space

## Noticing Emotional Body Cues



### Supporting Research

Interoception refers to the process by which the nervous system senses, interprets, and integrates signals originating from within the body, providing a moment-by-moment mapping of the body's internal landscape across conscious and unconscious levels (Khalsa et al., 2018, pg. 1).

Not only is interoception important for understanding physical cues like hunger or the need to use the bathroom, it is also key for understanding and managing our emotions. Research shows that interoceptive accuracy has links to emotional processes such as emotion regulation (Füstös et al., 2013) and mental health disorders (Domschke et al., 2010). Interoceptive accuracy in school children was associated with facets of emotional intelligence, including interpersonal intelligence and adaptability (Koch & Pollatos, 2014). Alternatively, dysfunction of interoception is increasingly recognized as an important component of different mental health conditions, including anxiety disorders, mood disorders, eating disorders, addictive disorders, and somatic symptom disorders (Khalsa et al., 2018). Giving children the knowledge and vocabulary of what interoception is and how to use it to support one's emotional intelligence is a key skill.

Domschke, K., Stevens, S., Pfleiderer, B., & Gerlach, A. L. (2010). Interoceptive sensitivity in anxiety and anxiety disorders: an overview and integration of neurobiological findings. *Clinical psychology review*, 30(1), 1-11.

Füstös, J., Gramann, K., Herbert, B. M., & Pollatos, O. (2013). On the embodiment of emotion regulation: interoceptive awareness facilitates reappraisal. *Social cognitive and affective neuroscience*, 8(8), 911-917.

Georgiou, E., Matthias, E., Kobel, S., Kettner, S., Dreyhaupt, J., Steinacker, J. M., & Pollatos, O. (2015). Interaction of physical activity and interoception in children. *Frontiers in psychology*, 6, 502.

Khalsa, S. S., Adolphs, R., Cameron, O. G., Critchley, H. D., Davenport, P. W., Feinstein, J. S., ... & Zucker, N. (2018). Interoception and mental health: a roadmap. *Biological psychiatry: cognitive neuroscience and neuroimaging*, 3(6), 501-513.

Koch, A., & Pollatos, O. (2014). Interoceptive sensitivity, body weight and eating behavior in children: a prospective study. *Frontiers in psychology*, 5, 1003.



### Teacher Notes

Have you ever thought about how anger feels in your cheeks or how anxiety feels in your stomach? The ability to notice these emotional body cues and interpret them is called **interoception** and is a key and foundational skill in building emotional awareness. It is also a skill that autistic children, as well as children with ADHD or those who have difficulty processing and interpreting sensory information, have additional difficulty with.

This unit is about building interoception and understanding body signals – those internal cues that tell us how we feel. Students will play around with different exercises, learn how to tune in to different body parts and practice identifying how different emotions feel in their bodies.



## Lesson Overview

*Est. time: 25 minutes*

Students will learn about interoception. They will practice noticing and naming body signals through a symbol activity and then play a 'Simon Says' style movement game to practice how different signals feel in their body.



## Lesson Objectives

Students will be able to ...

- Notice and name body signals.
- Tune into their own body signals.



## Materials

- Innernaut handout for each student
- Writing tool for each student



## Step-by-Step Directions

### Introduction (5 min):

- Read through the paragraph on the top of the page as a class.
  - Discuss afterwards:
    - *Interoception is a big word. Let's practice breaking it apart. Inter-O-ception. It's like Interception but with an 'O' sandwiched in between!*
    - *Who can explain an innernaut's job?*
    - *Let's see if we can come up with body signals that different body parts can experience...*
      - *Head? (Pounding, dizzy, warm, jaw clenched)*
      - *Hands? (Sweaty, shaking, clenched, tingly)*
      - *Shoulders? Neck? Back? (Tense, relaxed, tight)*
      - *Stomach? (Rumbly, queasy, sick)*
      - *Heart? (Beating fast, racing, slow)*
      - *Skin? (Goosebumps, warm, cold, tingly)*

### Switchboard Switch-up activity (10 min):

- This activity visually introduces students to different body signals. Decide if this activity will be done as a whole group, in pairs, or individually.
- Students should try to match the body signal symbol with its correct name from the word bank and write it on the first line. On the second line, students should write 1-2 body parts that experience that signal.
- Answer key:
  - 1. Pounding (Heart, head, chest) 2. Cold (feet, hands) 3. Rumbling (stomach)
  - 4. Goosebumps (arms, back) 5. Dry (mouth, hands) 6. Hot (cheeks, arms)
  - 7. Dizzy (head) 8. Slow (heartbeat, breathing) 9. Shaky (hands, knees, legs)
  - 10. Fast (heartbeat, breathing) 11. Tingly (skin, lips) 12. Sweaty (palms, back)



## Step-by-step Directions continued...

### Inner Space Camp activity (10 min)

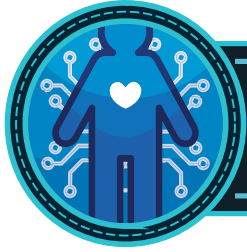
- This activity is a version of Simon Says where students will listen to the leader (Teacher or another student) give commands. If the leader says 'Innernaut' before the command, the students should complete the action. If the leader doesn't say 'Innernaut', the students should stay still.
  - a. Students will practice acting out body signals. Emphasize the bolded body signal words to help students learn the signals.
- Directions to say to students: *Welcome to Inner Space Camp, where Innernauts train! I'm the Captain of this Command Center. Follow these commands to learn what body signals feel like in the body. Only move when you hear "Innernaut" before the command. Innernaut, good luck!*
  1. Innernaut, make your hands **shaky and jittery**.
  2. Innernaut, turn in a circle three times so you get **dizzy**.
  3. Run in place as fast as you can to get your **heart beating fast**.
  4. Innernaut, jump up and down for 30 seconds to feel **your muscles get warm**.
  5. Innernaut, stand very still and **lower your heart rate**.
  6. Innernaut, pretend you are cold and make your whole body **shiver**.
  7. Make your leg fall asleep so that it **feels tingly**.
  8. Make your stomach **rumbly and queasy**.
  9. Innernaut, squeeze or clench your fists to feel **tense**.
  10. Raise your shoulders and make them **tight and tense**.
  11. Innernaut, do arm circles for 30 seconds so your **muscles feel warm**.
  12. **Jitter or clatter your teeth** together like you are cold.
  13. Innernaut, **take slow, deep breaths** to feel calm.
  14. Jump up and down to get your **heart rate up!**
  15. Innernaut, rub your hands together so your hands **feel tingly and warm**.

Continue on with these, create your own, or have students play with each other. Have them reference their symbol list from the previous activity for body signal ideas.



## Accommodations & Modifications

- **Provide support:**
  - Interoception can be a difficult concept for some students. Start with addressing body signals that are more physical (hunger, tired, bathroom) before discussing emotional body signals like (Fear, sadness, excitement).
  - Instead of using the word 'interoception,' use the phrase 'identifying body signals.'
- **Provide challenge:**
  - Have students create their own 'Innernaut says...' prompts and play with a small group.
  - Encourage students to use the word 'interoception' and the phrase: having 'interoceptive abilities.'



# Lesson 1: Innernauts

## Noticing Body Signals

Your brain and body are connected through a network of signals that communicate back and forth. Let's call this the Command Center. Up here, Innernauts run the show. They're like astronauts, but instead of exploring outer space, it's inner space.

Up at the Command Center, it's the Innernaut's job to detect body signals and interpret them to figure out what is going on. Pretend you feel your stomach rumbling. Are you nervous? Hungry? This is called **interoception**. Interoception is actually one of the senses - like hearing, sight, smell, taste, and touch. It's the ability to tune in and sense signals coming from inside the body. Heart beating fast, shaky hands, sweaty palms, tense shoulders, jittery leg, throbbing head - these are all body signals that Innernauts must notice and interpret. When your Innernauts are hard at work, and you have strong interoception, you can use your body signals to figure out how you are feeling and what you need. Innernauts, reporting to duty! Let's explore body signals!

### Switchboard Switch Up

**Directions:** Up in the Command Center, it's the Innernauts' job to identify signals in the body. But their switchboard got all mixed up, and now the signals on the keyboard are jumbled!

See if you can figure out which symbol goes with which body signal, and write the name of the signal in the first blank. Then, on the second blank, name 1-2 body parts that experience that body signal.

**Word Bank:**

Slow	Goosebumps	Pounding	Dry	Fast	Hot
Sweaty	Cold	Dizzy	Rumbling	Shaky	Tingly

1. 	2. 	3. 	4. 	5. 	6. 
_____	_____	_____	_____	_____	_____
7. 	8. 	9. 	10. 	11. 	12. 
_____	_____	_____	_____	_____	_____





## Lesson Overview

*Est. time: 25 minutes*

Students will learn about how interoception helps us figure out how we are feeling. Through discussion and a drawing activity, students will explore how different emotions feel in the body.



## Lesson Objectives

Students will be able to ...

- Notice and name body signals.
- Tune into their own body signals.



## Materials

- Exploring Inner Space handout for each student
- Writing tool for each student



## Step-by-Step Directions

### Introduction (5 min):

- Read through the paragraph on the top of the page as a class.
  - Discuss afterwards:
    - *How can we use body signals to help us figure out how we are feeling?*
    - *When are times it might be harder to notice or pay attention to body signals?*
    - *Why are emotions sometimes hard to figure out?*

### Communication Station discussion (10 min):

- Walk through these questions with students to discuss how your body communicates its needs through body signals. Option to have students discuss in small groups/pairs first before discussing as a whole group.
  - Remind students that while there are some 'universal' body signals, everyone experiences body signals differently. What you experience may be different than what someone else does - especially for emotions.
  - *How does your body tell you that you need water?*
  - *How does your body tell you that you need energy?*
  - *How does your body tell you that you're too hot?*
  - *How does your body tell you that you have a cold?*
  - *How does your body tell you that you're embarrassed?*
  - *How does your body tell you that you're disgusted?*
  - *How does your body tell you that you're grateful?*
- Explain to students that what they just described was interoception: the ability to tune into our body and describe what we are feeling.

### Innernaut Body Map activity (10 min)

- In this activity, students will be drawing how different emotions feel in their bodies. They will use symbols to draw different body signals and place where they are felt in their body.
  - Body Maps: Where do you feel frustration? Where do you feel stress? Where do you feel nervous? Choose your own!



## Accommodations & Modifications

- **Provide support:**
  - Before students fill out the body maps, discuss scenarios where the different emotions could occur. What makes you feel frustrated? When was a time when you were stressed?
  - Instead of using the word 'interoception,' use the phrase 'identifying body signals.'
- **Provide challenge:**
  - Have students do body maps for emotions that have subtle differences: Anxious and Embarrassed; Loved and Happy; Hopeful and Brave; Annoyed and Jealous.
  - Encourage students to use the word 'interoception' and the phrase: having 'interoceptive abilities.'



## Lesson 2: Exploring Inner Space

### Noticing Body Signals

**Interoception** is the ability to sense signals coming from inside the body. It helps us notice how we are feeling. Sometimes, it can be hard to name how you're feeling in the moment. That's why Innernauts up in the Command Center are so important. They help us detect how emotions feel in our bodies so we can better manage how we feel. When you're playing with friends, your body might be sending you signals that you're tired. You may yawn, or your eyelids get droopy. Or, when you're in the middle of an argument, you might notice that your fists are clenched and realize you're angry and need to calm down before you do something you regret.

Innernatus have a three-step process:

### 1. Notice body signals, 2. Name the feeling(s), 3. Activate coping skills

Pretend you arrive at your friend's party. There is music, games, and loads of food. It looks fun! But you don't see anyone you know. All of a sudden, you feel different. Up in the Command Center, your Innernauts are hard at work.

"Noticing dry throat, heart beating fast, and a dizzy sensation.... We're nervous!"

"Activate coping skill: Grounding!" You move to stand against a wall and focus on how your back feels against something solid. Your heart rate calms down, and you feel like yourself again. You're ready to join the group. Thanks, Innernauts! To inner-body and beyond!

## Communication Station

**Directions:** Your body is a communicator – sending you important signals about how you feel and what you need. With a partner, go through each question and discuss what body signals occur during each scenario. It's okay to have different answers.

1. How does your body tell you that it's dehydrated? What is your body saying it needs?

\_\_\_\_\_

2. How does your body tell you that you're low-energy? What is your body saying it needs?

\_\_\_\_\_

3. How does your body tell you that you have a cold? What is your body saying it needs?

\_\_\_\_\_

4. How does your body tell you that you're embarrassed? What is your body telling you it needs?

\_\_\_\_\_

5. How does your body tell you that you're angry? What is your body saying it needs?

\_\_\_\_\_


















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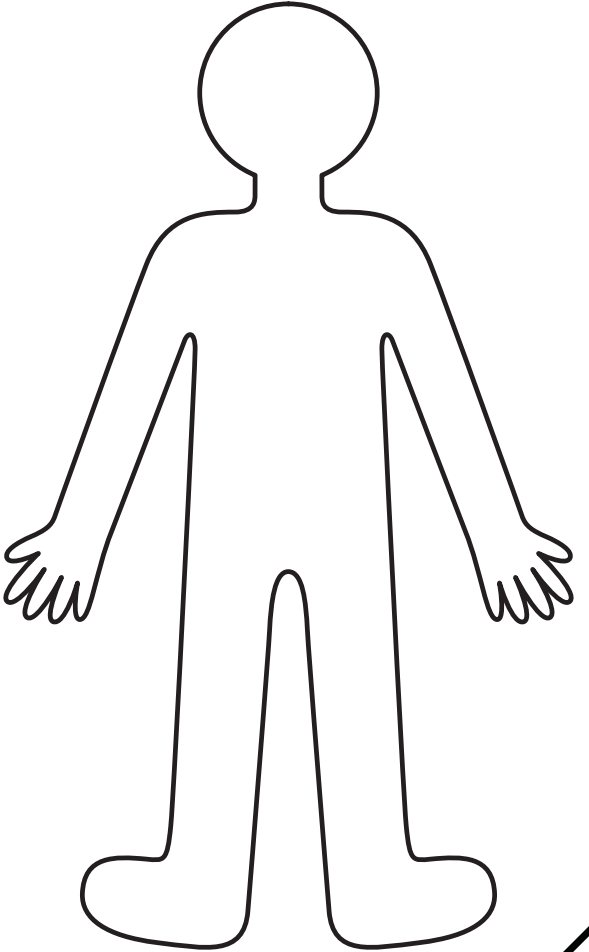
# Body Map

For each of the body maps below, read the emotion and think about what signals your body sends when you experience that emotion.

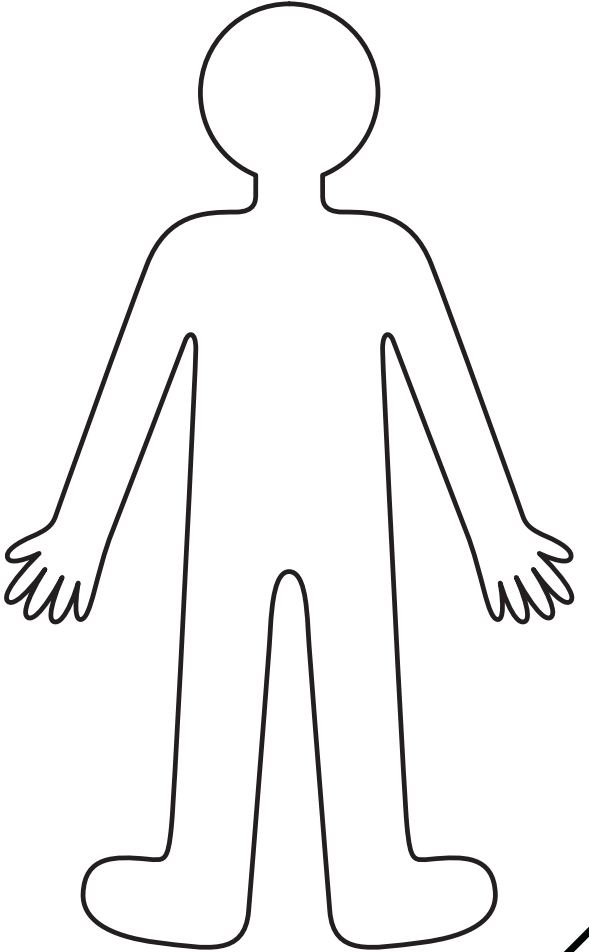
Then choose at least 3 body signals (or make up your own) and write the word or draw the image near the part where that signal is felt in your body.

Body Signal Key			
	Shaky		Relaxed
	Tense		Dizzy
	Fast		Cold
			Balanced
			Sweaty
			Slow
			Tingly
			Goosebumps
			Pounding
			Hot
			Dry
			Rumbling
















Where do you feel **frustration**?



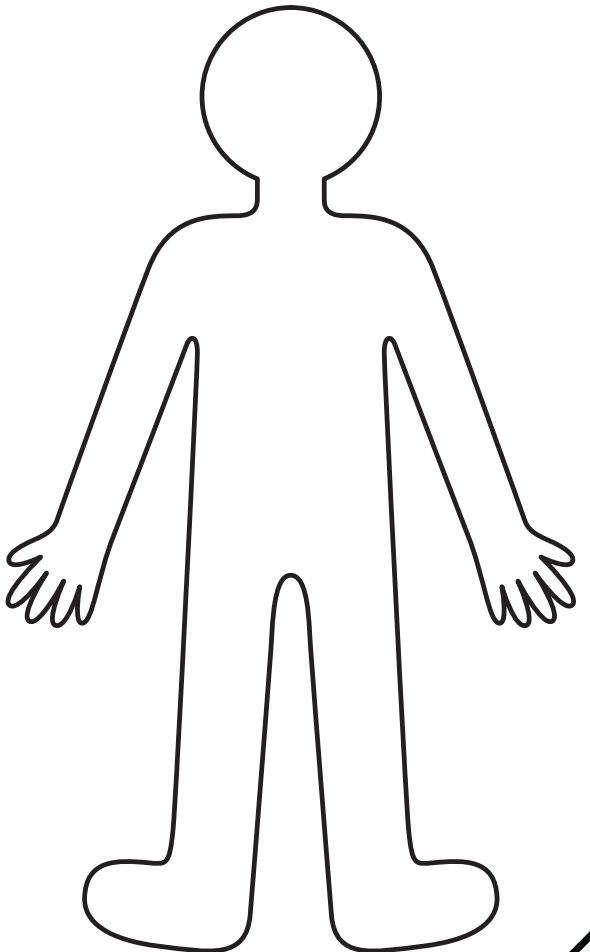
Where do you feel **stress**?




Name: \_\_\_\_\_

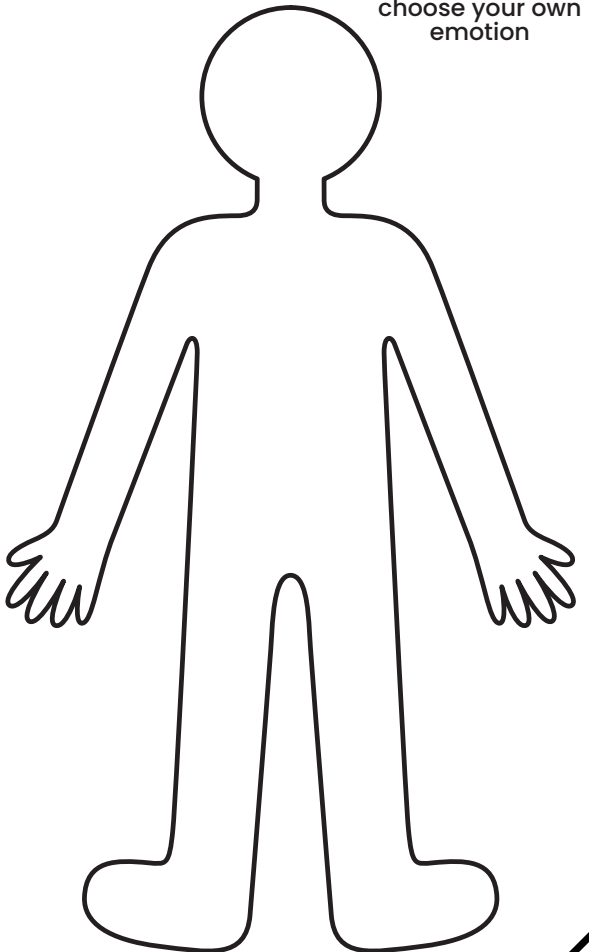
Body Signal Key			
 Shaky	 Relaxed	 Cold	 Goosebumps
 Tense	 Dizzy	 Balanced	 Pounding
 Fast	 Rumbling	 Sweaty	 Hot
	 Tingly	 Slow	 Dry

Where do you feel **nervous**?



Where do you feel \_\_\_\_\_ ?

choose your own emotion



Which emotion sends the most body signals?  
\_\_\_\_\_

What body signal do you feel with multiple emotions?  
\_\_\_\_\_





## Lesson Overview

*Est. time: 20 minutes*  
 Students will learn about one of the Lavalings, Osmund, who sometimes struggles to use interoception and identify body signals. Students will help Osmund understand how humans feel body signals.



## Lesson Objectives

Students will be able to ...

- Learn about body signals through a story.
- Describe body signals.



## Materials

- Meet the Lavalings: Osmund handout for each student
- Writing tool for each student



## Step-by-Step Directions

### Osmund's Bio (5 min):

- Read through Osmund's bio with students:
  - Discuss the following questions afterwards:
    - *Why doesn't Osmund pay attention to his body signals?*
    - *What happens when Osmund doesn't listen to his body signals that tell him he's tired? Has that ever happened to you?*

### Lavaling Meets Humans activity (10 min):

- In this activity, students will try and describe human body signals to Osmund, who is a lavaling and doesn't experience body signals in the same way.
  - Have students choose four body signals from the list, or create their own, and write down a description of the body signal without using the body part name or description word.
    - *Example: Shaky hands: When the pointy things at the end of your arm start to move back and forth quickly.*
- **Discuss after:**
  - Have students pair up with partners and share their descriptions. Make it a guessing game and have students guess the body signal after hearing the description.
  - Afterwards, compare descriptions to see how students described each one.

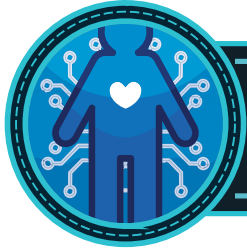
### Bonus Activity:

- Students can finish the comic about Osmund by coming up with a situation where his body signals show him how he is feeling.
- Students should write out their comic and draw in the rest of the story.



## Accommodations & Modifications

- **Provide support:**
  - Have students work in pairs, and for each scenario, first, underline the feeling that Osmund feels and then discuss with a partner what body signals go with that feeling.
  - Instead of using the word 'interoception', use the phrase 'identifying body signals.'
- **Provide challenge:**
  - Have students create their own "Day in the Life of" stories for themselves or for another day in Osmund's life. Their partner can guess the body signals for each moment in their life. As an extra challenge, don't name the emotion in the scenario and have their partner guess the emotion and body signals.
  - Encourage students to use the word 'interoception' and the phrase: having 'interoceptive abilities.'



## Lesson 3: Meet the Lavalings: Osmund

### Noticing Body Signals



## Osmund

(*Osmondium*)

Uncommon

*"Always revved up, doesn't like bedtime"*

**Strengths are:** life of the party, helpful, cheerful

**Struggles with:** bedtime, FOMO, calming down

"If you snooze, you lose," Osmond says as he fights off yawns and droopy eyelids. That might as well be Osmond's motto. He's always on the go and has a hard time slowing down, even when his body is telling him he's tired or needs to take a break. Osmond is not a fan of going to bed. He is a ball of energy and is afraid that if he sleeps, he'll miss out on all the fun. The reality is that when Osmond gets overtired, nothing feels fun. Osmond realizes that he needs to pay attention to what his body is trying to tell him. He needs his Innernauts up in the Command Center.

The other day, Osmund was at the park playing with friends, but the game got a little too rough and competitive. The Innernauts up in the Command Center began noticing that his heart was racing and his jaw was clenched. Osmund noticed the signals and took a quick break from playing to pay attention to his body. "I should rest before I say or do something I'll regret." By noticing what he feels, Osmund is able to determine how he feels. Then he can figure out what his body needs. Nice work, Osmund!



Name: \_\_\_\_\_

## Lavalings Meets Humans

Have you ever noticed that Lavalings look a bit different than humans? These rocky creatures transform into fiery lava when they have big emotions. They experience body signals just like we do, but their body signals are different from ours!

**Directions:** Osmund wants to know more about human body signals. **Choose four body signals** from the list below (or create your own) and explain them in your own words so that Osmund understands how it feels. Remember, he doesn't know anything about humans - so you have to be specific. You can't use the name of the body part or signal in your description!

*Example: Shaky hands: When the pointy things at the end of your arm start to move back and forth quickly.*

### Body Signal Options:

- Sweaty palms
- Clenched fist
- Racing heart
- Rumbling stomach
- Numb hands
- Pounding head
- Trembling lip
- Tense shoulders
- Tingly feet
- Shaky knees
- Fast breath



1. \_\_\_\_\_  
Body signal

\_\_\_\_\_

2. \_\_\_\_\_  
Body signal

\_\_\_\_\_

3. \_\_\_\_\_  
Body signal

\_\_\_\_\_

4. \_\_\_\_\_  
Body signal

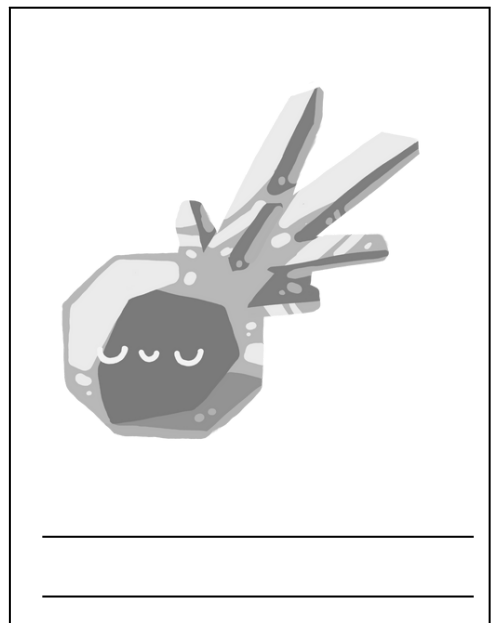
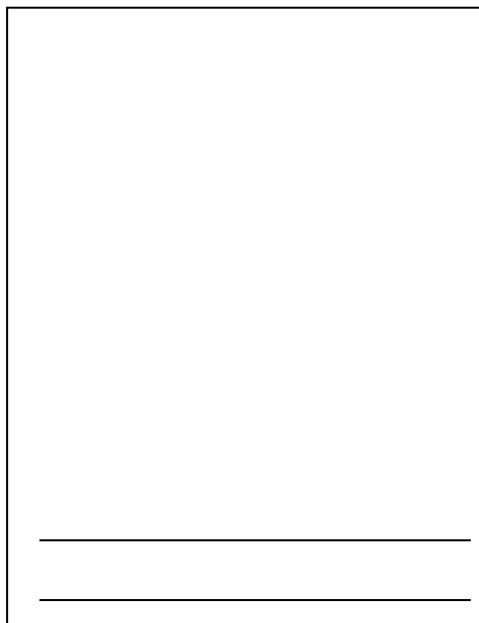
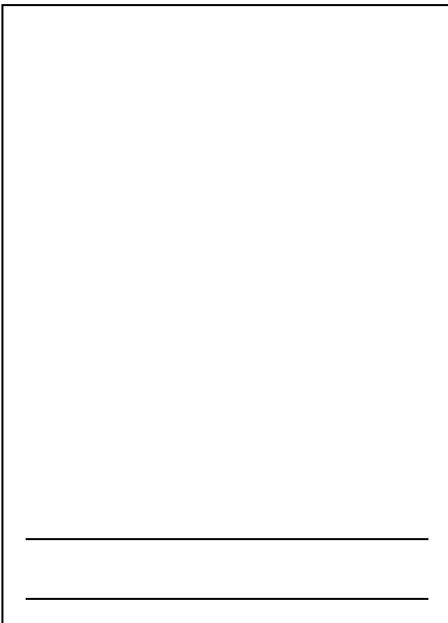
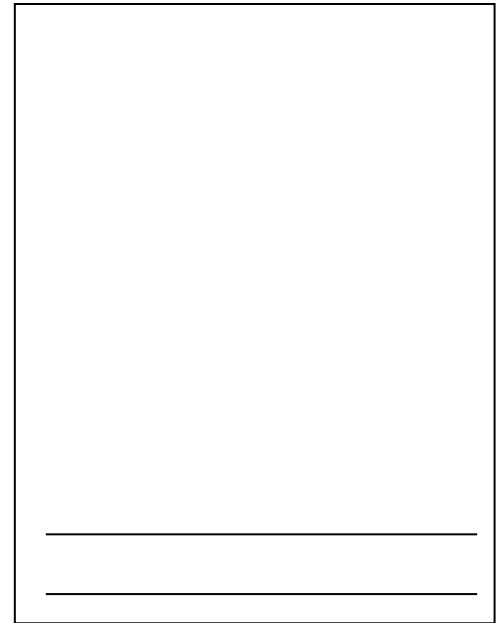
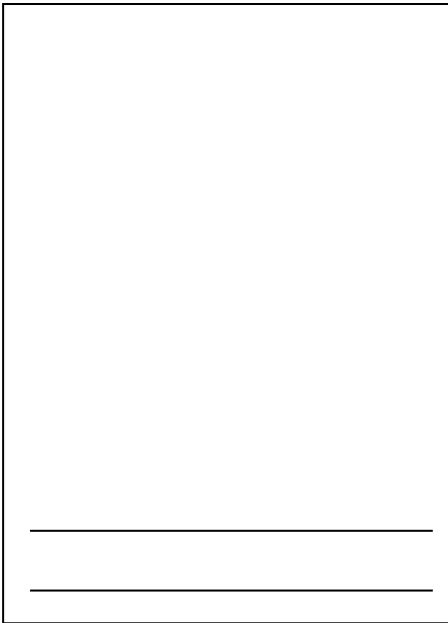
\_\_\_\_\_

Name: \_\_\_\_\_

# Bonus Activities

## Finish the Comic

Finish the comic about Osmund. Come up with a situation where his body signals show him how he is feeling.



# LESSON 4: MISSION: FILL IN THE BLANK



## Lesson Overview

*Est. time: 25 minutes*

Students will do an Innernaut body scan (meditative body scan) to practice building their interoceptive abilities and then complete a silly fill-in-the-blank story.



## Lesson Objectives

Students will be able to ...

- Explore body signals with a body scan.
- Learn about body signals through a story.



## Materials

- Mission: Fill in the Blank handout for each student
- Writing tool for each student



## Step-by-Step Directions

### Innernaut Body Scan (5 min):

- Read aloud the body scans and have students silently participate.
  - If space, have students spread out and lie down. Turn off the lights.
  - Choose one body scan script or do all three if time allows.
  - When finished with the activity, help students transition by first sitting up, then turning the lights on, then standing up. Allow students a minute to stretch or shake their limbs.

### Mission Fill in the Blank activity (10 min):

- Have students work with a partner to finish the silly story by filling in the blank spaces with the right type of word.
- Walk through the directions with them:
  - 1. In pairs, choose who is the 'reader' and who is the "word chooser".
  - 2. The 'reader' reads each word category that is in parentheses and has the 'word chooser' name a word that fits the category. The reader will write that word in.
  - 3. Once all the blanks are filled, the reader will read the story out loud.



## Accommodations & Modifications

- **Provide support:**
  - For the body scan, if you feel that having students act out frustration or nervousness would be challenging or triggering, opt only to do 'excited' or have them choose their own emotion and then call out body parts to explore what they feel like if you were feeling that emotion.
- **Provide challenge:**
  - Have students create their own fill-in-the-blank stories that have body signals included. Use the same structure (with an Innernaut reporting to their captain about an emotion that their person is experiencing).
  - Encourage students to use the word 'interoception' and the phrase: having 'interoceptive abilities.'

# INNERNAUT BODY SCAN ACTIVITY



## Teacher-led directions:

*This is a meditative body scan. Option to turn off the lights and for students to spread out and lay down.*

### **Nervous:**

- Close your eyes and relax your body in whatever position you are in. Let's explore the emotion of 'nervousness.' Think about something that might make you nervous. Maybe it's a spider in the room, or you have a class presentation coming up.
- Take 10 seconds to pick something that makes you nervous.
- We are going to pretend that we feel nervous and do a body scan. (Pause after each one)
- Start down at your legs. When you're nervous, what happens to your legs, do they twitch, shake, or go stiff? Move your legs like you're nervous.
- Now, let's move up to your stomach. Picture your nerves coming in - what does your stomach feel like?
- Now, move up to your lungs. Are you breathing slow or fast?
- Move into your hands, Are they sweaty? Tingly? Shaky?
- Next up is the head. Is it pounding, swirling with thoughts, do you feel dizzy or lightheaded?
- How do all of your muscles feel? Tight? Loose? Take a moment to imagine how your muscles feel.
- Now, let's pretend whatever made you nervous went away. Let's make our bodies feel calm again. Slow your breath (pause), relax the muscles in your arms (pause), lower and relax your shoulders (pause), and take another deep breath in through your nose and out through your mouth. Open your eyes.

### **Frustrated:**

- Close your eyes and relax your body in whatever position you are in. Let's explore the emotion of 'frustration.' Think about something that might make you frustrated. Maybe it's cancelled plans or not getting something you wanted.
- Take 10 seconds to pick something that makes you frustrated.
- We are going to pretend that we feel frustrated and do a body scan. (Pause after each one)
- Now start down at your legs. When you're frustrated, what happens to your legs, do they twitch, shake, or go stiff? Move your legs like you're frustrated.
- Now, move up to your lungs. Are you breathing slow or fast?
- What about your shoulders are they tight? Loose? Raised up high or down low?
- What about your heart? Is it beating fast or slow?
- Move into your hands. Are they sweaty? Tingly? Shaky?
- Next up is the head. Is it pounding, swirling with thoughts, do you feel dizzy or lightheaded?
- Take a moment to imagine what frustration feels like in your body.
- Now, let's pretend that whatever made you frustrated went away. Let's help your body feel calm again. Slow your breath (pause), relax the muscles in your arms (pause), lower and relax your shoulders (pause), and take another deep breath in through your nose, out through your mouth. Open your eyes.

### **Excited:**

- Close your eyes and relax your body in whatever position you are in. Let's explore the emotion of 'excitement.' Think about something that might make you excited. Maybe it's a person, something you do, or news that you heard.
- Take 10 seconds to pick something that makes you feel excited.
- We are going to pretend that we feel excited and do a body scan. (Pause after each one)
- Now start down at your legs. When you're excited, what happens to your legs, do they bounce, feel light, or calm? Move your legs like you're excited.
- Now, move up to your lungs. Are you breathing slow or fast?
- What about your shoulders are they tight? Loose? Raised up high or down low?
- What about your heart, is it beating fast or slow? Does it feel warm or full?
- Move into your hands. Are they sweaty? Tingly? Shaky?
- Next up is the head. Is it pounding, swirling with thoughts, do you feel dizzy or lightheaded?
- Take a moment to imagine what excitement feels like in your body.
- Now, let's pretend your excited moment is fading. Let's make our bodies feel calm again. Slow your breath (pause), relax the muscles in your arms (pause), lower and relax your shoulders (pause), and take another deep breath in through your nose and out through your mouth. Open your eyes.

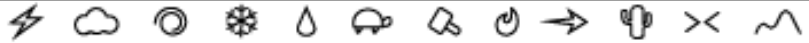
## Mission: Fill in the BLANK

Work with a partner to finish this silly story by filling in the blank spaces with the right type of word.

1. In pairs, choose who is the 'reader' and who is the "word chooser".
2. The 'reader' reads each word category that is in parentheses and has the 'word chooser' name a word that fits the category. The reader will write that word in.
3. Once all the blanks are filled, the reader will read the story out loud.

### Body Signal Words

Shaky	Floaty	Goosebumps
Fast	Hot	Dry
Slow	Cold	Balanced
Dizzy	Relaxed	Pounding
Tense	Sweaty	Tingly



## Innernaut Adventures



Captain! My team at Command Center is noticing new body signals! Permission to investigate?

**Captain:** Yes, mission is a go. Good luck in there!

I'm off to see what's going on! We're at a friend's birthday party. There are balloons shaped like \_\_\_\_\_ (**animal**) and lots of \_\_\_\_\_ (**food**) to eat! There are \_\_\_\_\_ (**superhero**) decorations everywhere. Oh no! I see the issue. We just finished playing a game of water balloon toss, and we lost. The balloons were filled with \_\_\_\_\_ (**liquid**), and we are soaking wet. Sensing a body signal from the hands. They're very \_\_\_\_\_ (**body signal**) and \_\_\_\_\_ (**body signal**).

Wait, another incoming signal from the lungs. Breathing is \_\_\_\_\_ (**body signal**), and heart rate is \_\_\_\_\_ (**body signal**). I'm getting another signal that the face is \_\_\_\_\_ (**body signal**).

I've determined that we're feeling \_\_\_\_\_ (**emotion**) right now. I need to activate a coping skill before we get too \_\_\_\_\_ (**emotion**). We need to calm down!

**Captain:** Permission granted. Activate coping skill: **Sensory Observation**.

Copy that! We see a \_\_\_\_\_ (**object**). We smell \_\_\_\_\_ (**smell**). We hear \_\_\_\_\_ (**sound**). We taste \_\_\_\_\_ (**taste**). I'm sensing the heart is slowing down, and fists are relaxing. Mission accomplished! But wait, we have another urgent body signal! We just drank too much \_\_\_\_\_ (**drink**). Searching for door to a \_\_\_\_\_ (**room**).

**Captain:** Complete your mission, and then you are relieved of your duty.

Roger that! Over and out! Thanks, Captain \_\_\_\_\_ (**silly name**).

