



# YEAR 3: LESSON 2 BODY SENSATIONS

## LEARNING OBJECTIVE:

*I understand that I have multiple body sensations*

## ACTIVITY MAP

|         |   |
|---------|---|
| 10 MINS | INTRODUCTION (C)                              |
| 10 MINS | PLAY (C)<br><i>Stop, Go, Body Sensations!</i> |
| 10 MINS | EXPLORE (C)<br><i>Body Sensations Scenes</i>  |
| 20 MINS | EXPRESS (I)<br><i>My Body Sensations</i>      |
| 10 MINS | CAMPFIRE MOMENT (C)                           |

## LESSON OVERVIEW:

During Lesson 2, we will be learning all about body sensations: the feelings which we have in our bodies. These are not to be confused with emotions. We look in detail at physical sensations like tingling fingers or swirly tummy and how we can have different sensations in our bodies at different times.

## WATCH OUT FOR...

People who have experienced trauma can find it much more difficult to be in touch with their body sensations and may have lost all connection with them. As we will learn in later lessons, body sensations and emotions are closely related; however, it is important to make the distinction between the two and keep them separated in this lesson.

Do not underestimate how difficult it can be to connect with your body sensations!

## INTRODUCTION

**RECAP** the learning from last week (trusted adults) - Introduce the weekly theme and **LEARNING OBJECTIVE** - Discuss the **KEY WORDS** *body sensations* - **WATCH** this week's film clip [Crossing the bridge] - **DISCUSS** the key questions

## PLAY

Ask the children to walk around the space, when you call out a body sensation they must continue moving around the space showing that word or phrase using their body movements.

## EXPLORE

Divide the children into pairs and show the scenarios on Slide 12. One person from each pair watches while the other chooses and re-enacts one of the scenarios to share the body sensations that may be happening in that moment.

## EXPRESS

Using the 'Body Sensations Map' template the children can decorate the body using a descriptive word as inspiration, thinking about colours, pattern and where they feel it on or in their body.

## CAMPFIRE MOMENT

Gather around the imaginary campfire, share their work, define today's key words and reflect on the learning. Conclude with the key sentence

**TELLING A TRUSTED ADULT ABOUT THE SENSATIONS WE ARE FEELING IN OUR BODIES CAN HELP THEM UNDERSTAND AND SUPPORT US.**

## KEY WORDS:

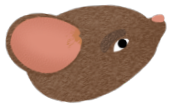
**Body sensations (n)** - a body sensation is something we feel in our bodies. For example our heart beating fast or when we feel fizzy or fuzzy inside. We can use colours, patterns and creative words to help us describe these body sensations.

## TOP TIP:

Use real life examples to aid understanding for the children and remind them that there is no wrong answer here. Body sensations are personal to each of us.

The 'Stop, Go, Body Sensations!' activity will work best with lots of space, such as a playground, hall or classroom with the furniture moved out of the way.

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## LEARNING OBJECTIVE:

*I understand that I have multiple body sensations*

### INTRODUCTION (10 mins) [C]

1. Play and share the Adventure Map (Slide 2) Ask the children what they remember learning about trusted adults from the last session
2. Introduce this week's theme and learning objective (Slide 3). Read aloud the key words for this week: **body sensations**, asking for suggestions of what the words might mean. *Note: There are no right or wrong answers. These words will be revisited and clarified in the campfire moment at the end*
3. Play the film clip [Crossing the wobbly bridge] (Slide 4) and answer the discussion questions (Slide 5)
4. Watch the body sensations video (Slide 6) and share the discussion questions (Slide 7)

### PLAY

#### STOP, GO, BODY SENSATIONS! (10 mins) [C] Slide 8

1. Ask the children to find a space in the room where they can move
2. Explain that when you say 'Go!', the children have to walk around the space, being careful not to bump into anyone and that when you say 'Stop!', they must freeze where they are. Practise following this instruction.
3. Now explain that when you call out 'Show me...' followed by a different body sensation word from the slide, they should continue moving around the room, but this time showing the given word in their bodies and movement e.g. show me swirly, they might twirl around the room
4. Play a few rounds, giving children a chance to explore each word (Slide 9)
5. Discuss the questions (Slide 10)

### EXPLORE

#### BODY SENSATIONS SCENES (10 mins) [C] Slide 11

1. Divide the class into pairs, and ask them to label themselves A and B
2. Reveal the scenarios to the class (Slide 12) - notice that there are a combination of real life situations and those that happened to the characters from the Adventures on the Inside story
3. Explain that person A is to watch while person B is going to choose one of the scenarios on the board to re-enact by miming the actions, including the sounds/noises or words to share the different body sensations that might be happening in those moments, creating their own body sensation scenes
4. Use an example scenario and ask for suggestions from the class of what different body sensations might be happening in that scenario, ensuring that they consider the sensation and the body part (Slide 12)
5. Allow the pairs time to explore a few of these scenarios, swapping over roles of the performer and spectator.
6. Discuss the questions (Slide 13)

**🕒 QUICK RECAP:** Take a moment to recap the learning so far. Ask some quick-fire questions to check the learning has been understood by the young people - Example - What have we been learning about? How does this affect you?

## EXPRESS:

### MY BODY SENSATIONS (20 mins) [C] Slide 15

1. Give the children the 'Body Sensations Map' template (*Slide 16*)
2. Explain that for each body outline, they can choose one descriptive word from the previous activity.
3. They must use this word to label and decorate the body, thinking about which colours and patterns best represent that word when they feel it on their body, listing the name of the descriptive word on the lines provided
4. Ask the children to complete the self-assessment (*Slide 17*)
5. When the allotted time has finished, play the campfire music (*Slide 18*)

## CAMPFIRE MOMENT

(10 mins) [C] Slide 18

1. Wait for the music to finish before starting
2. Share the definition of the key words (*Slide 19*)
3. Invite any children to show their work to the group or share their learning.
4. Discuss the closing questions (*Slide 20*)
5. Read the Final Thought (*Slide 21*)

## AFL ASSESSMENT OPTION: POST-ITS (SLIDE 22)

Post-its - Ask the children to write an example of a body sensation on a post-it and stick it up in a place of your choice. To extend the challenge, you could ask the group or individuals to think of a sensation they have experienced at lunchtime, today or this week.

Alternatively, choose another activity from the list in the teacher guidance.



GROUP \_\_\_\_\_

DATE: \_\_\_\_\_

LEARNING OBJECTIVE: *I understand that I have multiple body sensations*

**ACTIVITIES USED** (tick all that apply)

- Role-play / Freeze Frame
- Discussion
- Poetry
- Music / movement
- Guided meditation / mindfulness
- Written / drawn outcome
- Speaking / listening
- Other







**ASSESSMENT METHOD(S) USED**

- blind poll
- post-its
- exit card
- round-robin posters
- lollistick discussion
- Other

**TICK THE BOX WHICH BEST DESCRIBES THE LEVEL OF UNDERSTANDING AMONGST THE GROUP:**

- The group has not achieved the LO yet
- A minority of the group achieved the LO
- A majority of the group achieved the LO
- The whole group achieved the LO

**INDICATE THE TALLY TOTALS FOR CHILDREN'S SELF-ASSESSMENT IN THE BOXES PROVIDED**

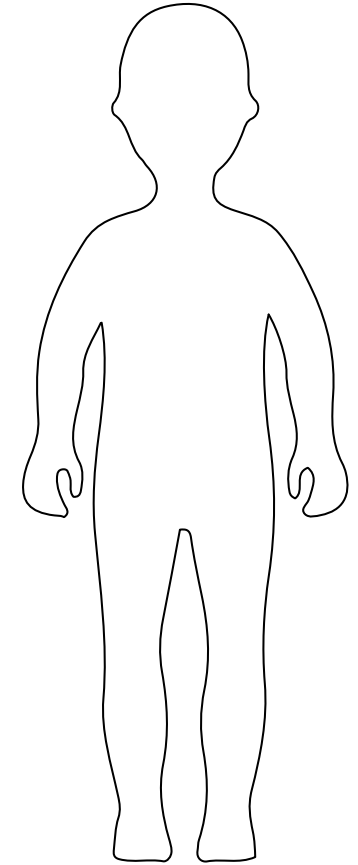
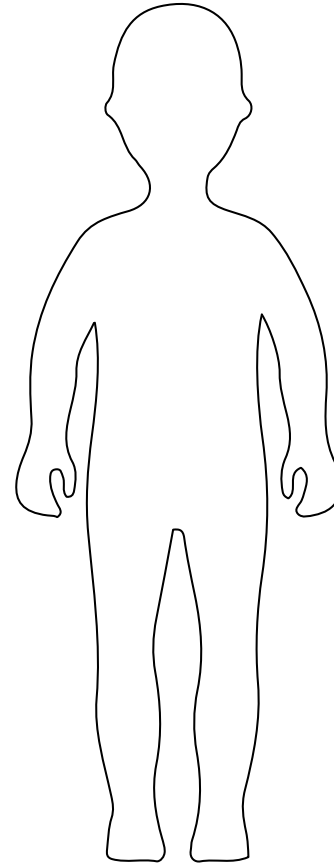
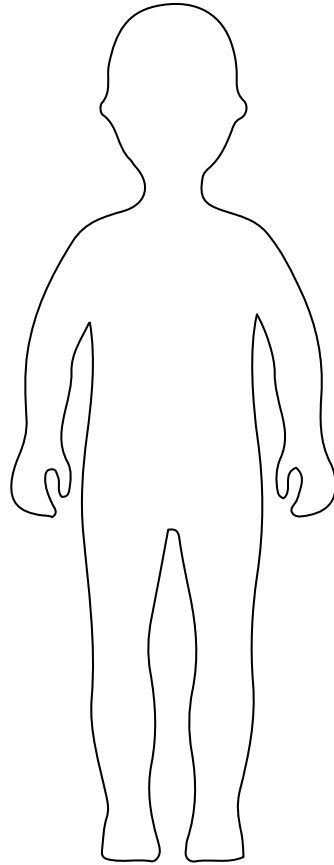
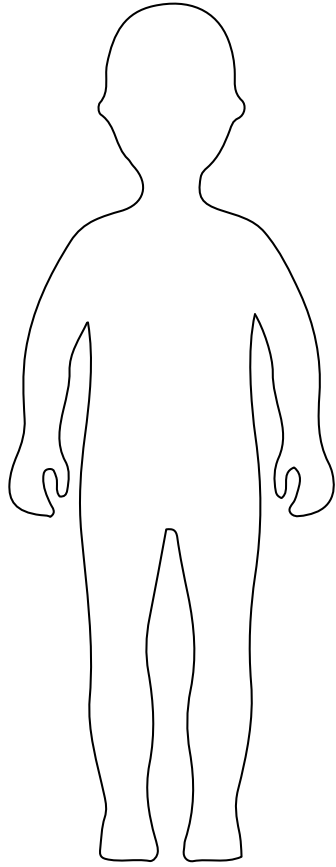
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**TEACHER'S NOTES AND NEXT STEPS**

**CHILDREN WHO SECURELY ACHIEVED THE LO**

**CHILDREN WHO WOULD BENEFIT FROM MORE SUPPORT**

# MY BODY SENSATIONS



Adventures on the Inside  
My Body Sensations Worksheet  
Y3 - W2

**What to do:** Think of a body sensation. For example a 'swirly tummy'. Using one of the people outlines, draw and colour in what that body sensation would look like inside and write the word to describe it below. You have four spaces so you could do this four times.

**Get Creative!** Think of how you can show each body sensation. Maybe using swirls and lines? Think about where you feel that sensation and focus the drawing there. For example a funny tummy, I might focus on the tummy area and draw lots of swirly lines.

