

Week 37 SEL Lessons

Objectives: To continue to build students' interoceptive abilities, i.e. their capacity to listen to their body.

Materials Needed:

- [The Most Magnificent Thing](#) by Ashley Spires
- A safe space to move! (For small group)

Epic Book List:

- [General SEL Books](#)

Previous SEL lessons on Interoception

- [Week 19](#)
- [Week 34](#)

SEL Community Meeting #60: Wednesday, May 26

Agenda	Topic:
Opening: Greeting/Icebreaker	<ul style="list-style-type: none">• Good morning & typical greetings• Opening rituals
Framing: Introduce topic or objective, community expectations	<ul style="list-style-type: none">• Invite students into the lesson with either a<ul style="list-style-type: none">◦ SEL song or◦ Grounding ritual• “Did you know that, if we pay close attention to our body, we might find that it has a lot to tell us? It can let us know when we’re hungry. How does your body tell you when you’re hungry?”<ul style="list-style-type: none">◦ Invite 1-3 students to answer. You might model first, e.g. “My stomach makes silly noises when I’m hungry.”• “It can tell us when we’re sleepy. How does your body tell you you’re feeling sleepy?”<ul style="list-style-type: none">◦ As above, ask 1-3 students to answer. Again, you might model beforehand, e.g. “My eyelids get heavy when I feel sleepy.”• “Our bodies can also tell us our emotions. Earlier this year, we talked about how we have different parts of our brain, and how one mainly controls our thinking, and one mainly controls our emotions.”<ul style="list-style-type: none">◦ You might want to use the hand model of the brain while explaining this.• “Everybody sometimes flips their lid and gets stuck in their emotion brain. Listening to our bodies <i>before</i> we flip our lids can help us feel better and not get stuck in a big feeling.”

<p>Activity: Text, video, plan for offline activity, discussion</p>	<ul style="list-style-type: none"> • "Can anyone tell me what anger feels like in their body?" <ul style="list-style-type: none"> ◦ Invite 1-3 children to answer. • "When you feel anger, what do you do that helps you feel better?" • "It can be really hard to pay attention to your body. We're going to read a story about a little girl who is trying to do that herself." • Class Read <ul style="list-style-type: none"> ◦ Read The Most Magnificent Thing by Ashley Spires <ul style="list-style-type: none"> ■ On p. 11-12, invite students to describe how they think the little girl is feeling. Push them to tell you why they think she's feeling that way. ■ On pp. 17-20, invite students to notice the child's body and what she's doing ■ On pp. 21-22, ask students what has made her get really really angry <ul style="list-style-type: none"> • Ask children what their predictions are for how the girl will handle her anger. ■ As the book ends, ask students: <ul style="list-style-type: none"> • What did the character do to make herself feel better? • How did she feel at the end of the book? • What did she make?
<p>Closing: Debrief, check-in on expectations, next steps, appreciations</p>	<ul style="list-style-type: none"> • Thank students for their participation and sharing • Closing rituals

Small Group Follow-Up

- Greet students
- Welcome students with a
 - [SEL song](#) or
 - [Grounding ritual](#)
- Check in with students using one of the following strategies (or one that works well for you)
 - High(happy)/low(sad/angry) from the last week
 - Feelings charades
 - Asking generally how they're feeling at this time
 - Using a [feeling poster](#) to ask students to point to their current feelings/verbally identify them

- “This week, we’re talking about listening to our bodies so we can understand what we need.”
- “Listening to our body means that we pay attention to our sensations. Sensations are the things we feel inside and outside of our bodies. Today, we’re going to practice moving our body and seeing what we can notice.”
- Invite students to practice some or all of these mindful movement challenges. It may help to use your phone timer or a [visual timer](#) when inviting kids to do these challenges. (Movement activities taken from the [Ready to Learn: Interoception kit](#))
 - Rest your feet flat on the floor. Then stretch your toes out wide like you are just waking up. Hold for 15-30 seconds. Now curl your toes tight and hold for the same amount of time. Now relax. Ask students, “Where did you feel your muscles when your toes were stretched out? How about when they were curled up tight?”
 - Ask students to pay attention to how warm or cold their hands are. Touch your arms with your hands. Ask students, “Are your arms warmer or colder than your hands?” Now rub your hands together really fast for 15-30 seconds. Ask students, “Do your hands feel warmer or colder than before?” Touch your arms with your hands. “Which are warmer now, your arms or your hands?”
 - You can ask students these furthering questions:
 - How can we cool down when we get hot? How do we get warm when we are cold?
 - Which temperature makes you feel more energy, hot or cold?
 - Ask students to sit and focus on the temperature of their body. Touch their face with their hands. “Do you feel hot, warm, cool, or cold?” Invite students to find a safe space to stand/move in place. Invite students to run in place for 20 seconds - 1 minute. Ask students to stop and touch their face again. “Does your face feel warmer or colder than before?”
 - Invite students to press lightly on their leg with two fingers. Ask, “What can you feel; in your leg and in your fingers?” Now invite them to push down hard with their two fingers. “Are the feelings in your leg and fingers different? How so?”
 - You can ask students these furthering questions:
 - “What happens if you do this in another part of the body, like our shin? Or arm?”
 - Invite students into the [cat/cow stretch](#) (inhale in cow, exhale in cat). You can use the video linked here or explain yourself. Ask students, “Where did you feel it in your body when we were stretching?”
 - Invite students to stand up and put their hands in front of them, lacing their fingers together so that their palms face inwards. Challenge them to flip their hands around and stretch their arms out while keeping their fingers laced together (see p. 60 of the Ready to Learn kit for a photo illustration). Ask them to hold this stretch for 15-30 seconds. Ask them where they felt it in their body.
 - Invite students into star pose. First, stand up tall and stretch your legs and arms wide into a star shape. Breathe air in through your nose as you slowly stretch one arm over your head (see p. 62 of the kit above for photo illustrations). Slide your other arm down and keep stretching up with the arm over your head. Repeat on the other side. If students feel up to it, do it twice. Ask students, “Where do you feel that in your body?”
 - Invite students into the giraffe stretch by first telling them to find their own space and stand up tall. Put both arms up and reach up as far as you can. Pretend you are a giraffe, stretching your long neck up to the sky. Hold the stretch for 20-30 seconds. Ask students, “Where do you feel that in your body?”

- If you want, invite students to give the group a stretch to try and see where we can find the sensation in our body.
- Remind students that moving our body can help our brain grow and our emotions be happier.
- Thank students for participating and invite them to say goodbye.

Supplemental In-Person Activities

(See previous SEL for more in-person activities)

- **Energy Levels version 1**
 - To prepare, cut out the [Mind and Body photos](#) and sort them into the two groups
 - With the student(s), lay out first the mind photos and ask them to select the image that is most like what the inside of their brain feels like.
 - Facilitate a discussion with the student(s) about why they chose that image
 - Repeat the practice with the body photos (show images and ask student to select the image that looks most like how their body feels, facilitate discussion).
 - Repeat activity at different times of day/during different demonstrations of energy to discuss how their mind and body might feel different at different times
- **Energy Levels version 2**
 - To prepare for this lesson, you can use the [body coloring template](#)
 - You can invite children to identify a color to use and ask them to color the body where they feel the most energy in their bodies.
 - Using the template, facilitate a discussion with the child(ren) about how their body is feeling at this time. Be curious about why they colored the body template as they did. Ask furthering questions. (How do the bottom of your feet feel? What about your elbows? What about your eyelids? And your shoulders?)
 - Ask students, does this amount of energy feel good right now? What can you do if you want more/less energy?