



Emotion Body Clues

This resource is used to build understanding and identification of sensations and clues for different emotions. It can be used to support a student's understanding of their own emotion clues as well as to aide a student's support team to identify clues to watch for in order to support the student's emotional regulation. When completing this activity, it is important to focus on one emotion at a time, for example, completing the body clues activity for anger.

Materials/Assembly

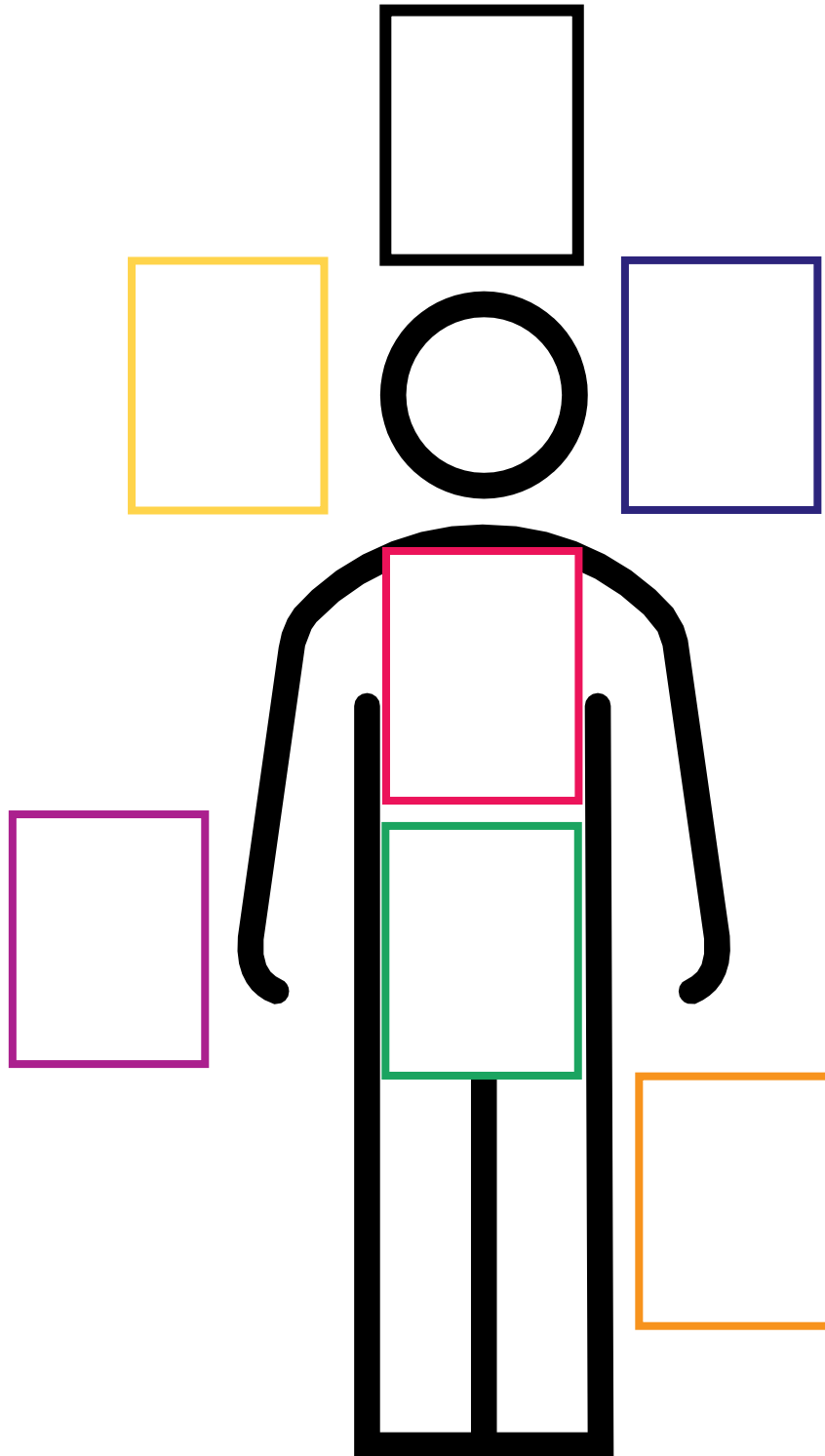
- Print the body outline page (first page)
- Print and cut the images in the table (second page)

Instructions

1. Select an emotion to focus on. Consider introducing the resource with a positive emotion first (e.g., happy, excited or surprised) before completing it with a more difficult emotion (e.g., anxiety, anger or sadness).
2. Focus on one region of the body at a time. For example, clues or sensations experienced in the brain, face, voice, chest, body, hands or muscles. Consider using the images in the table (second page) to support the student to select from or as an example to support them to develop alternative clues. Remind students that it's okay to have multiple clues for one region of the body and that for some emotions they may not experience any clues in some regions of their body.
3. Provide an opportunity for the student to add any additional clues that may not already be listed in the table or in the regions detailed on the body outline page. While a range of options are included in the resource, it will also be common for a young person to identify other personalised sensations.
4. Consider replicating steps 1-3 with another emotion that is important for the young person.
5. Once completed, discuss how the information in the resource could be helpful for the student and their support team. For example, the resource may help the student to identify when they are feeling certain emotions. It can also help distinguish particular body clues or sensations they tend to feel first or the most strongly and these can be important 'early warnings signs'. When talking about how to best use this information, it can also be helpful to discuss that emotion body clues and 'early warning signs' support us to identify the need to use relaxation and regulation strategies before our emotions continue to intensify. It is also important to discuss how the information collected in this resource could be shared with other important people that support the student.



_____ 's _____ Body Clues





Brain 	Thinking clearly 	Headache 	Can't think clearly 	Act before thinking it through 	Head feels like it is exploding 	Can't focus
Face 	Smiling 	Hot 	Clenched teeth 	Crying 	Sweaty 	Tight forehead
Voice 	Talking calmly 	Can't speak 	Shouting 	Talking lots 	Voice shaking 	Speak without thinking
Chest 	Heart beating calmly 	Heart beating fast 	Tight chest 	Heart feels heavy 	Breathing fast 	Can't breathe
Body 	Relaxed 	Goosebumps 	Shaking 	Feels sick 	Frozen in place 	Has butterflies
Hands 	Calm and still 	Clenched fists 	Sweaty 	Fidgety 	Biting nails 	
Muscles 	Relaxed 	Tense/tight 	Slouched 	Energetic 		
Other	Need the toilet 	Dry mouth 	Tight/lump in throat 	Want to run away 	Want to hit something 	Feeling tired