

## EDUCATOR RESOURCE—BODY SCAN SCRIPT

- Ask students to close their eyes and begin to notice their breath. You can offer them multiple suggestions about how to do this, some examples include:
  - Without trying to change or control your breath, begin to notice how your breath moves in and out of your body. Does it move in through your nose and out through your nose? Your mouth? Both?
  - Without trying to change or control your breath, begin to notice the quality of your breath as it moves in and out of your body. Is your breath shallow? Is your breath full? Do you inhale and exhale sharply, quickly? Or do you inhale and exhale slowly?
  - Where do you feel your breath as it moves in and out of your body? Do you feel your stomach rise and fall? What about your collarbones? Is your breath tickling your upper lip?
  - *Remind them to not think too much about it, just feel and gently observe what is happening.*
- Ask students to notice if they have any pain, discomfort, or any interesting and different (than usual) sensations while breathing and noticing their breath. Ask them to observe these sensations, without trying to move or change anything.
  - If students are having trouble doing this, you can offer them the option of counting to 4 with each inhale and exhale to make each inhale the same length as the exhale.
- With their eyes closed, ask students to find their feet with their mind. Begin to notice any sensations that come up when they are focused on their feet. *They may not have sensation in their feet, affirm that that is okay and ask them to notice the lack of sensation.*
- From the feet, ask students to begin to notice the way every part of their body feels. Ask them to notice whether or not this changes as their breath changes (in quality and in the ways that it moves).
- Ask students to do this from feet to head. In this activity it is okay if there is silence. If you think that silence will not work well with your class, you are welcome to play gentle music in the background. These prompts may also be helpful:
  - Know that whatever you are observing in your body is unique to you.
  - There is no one/universal experience of the body.
  - Your breath can be used as a way of exploring sensations in your body and checking in with what feels good in your body and what does not.



### WHAT WE CARRY IN OUR BODIES

*(for more information  
on trigger warnings, see  
modules 1.3 and 1.6)*

- Noticing these bodily sensations is part of the process of figuring out how to communicate with partners about what feels good and what does not feel good in your body.
- Conclude this guided imagery by asking students to come back to noticing their breath (you can use the breath prompts from the beginning of the exercise). Finally, ask students to slowly open their eyes when they are ready.