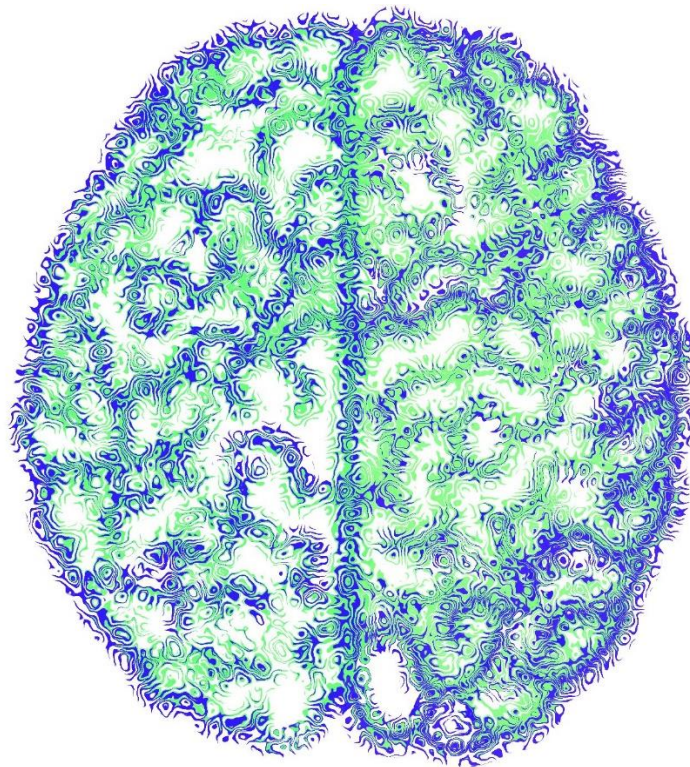


# Interoception 301



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### REVISION RECORD

Version	Approved by	Approved date	Review date	Amendments
V1.0	Dr Emma Goodall	October 2019	October 2022	Guideline developed



# 1. Foreword

If you are new to Interoception and are only starting to implement the approach, please read [Interoception webpage](#) which is located on the Department for Education’s website.

The original Interoception 101 Activity Guide will provide you with an in-depth theory of Interoception and beginning exercises. The Interoception 201 Activity Guide is to be used when you have exhausted the beginning activities and are looking for new activities. The two have been placed together in the [“Ready to Learn” Interoception kit](#).

We would like to thank Paralowie School for allowing us to share some of their interoception curriculum plans. In particular, Ms Milanese & Ms May for sharing a complete unit plan for you to implement as is or edit for your context.

## 2. Introduction to interoception

### 2.1 Interoception is our eighth sense

1. Sight	5. Hearing
2. Smell	6. Proprioception
3. Taste	7. Vestibular
4. Touch	<b>8. Interoception</b>

### 2.2 What is interoception?

Interoceptive awareness can be broadly defined as the conscious perception of an internal bodily state, for example, one’s heart beating and breathing. These senses are related to emotional experiences. Awareness of both biological and emotional internal body cues are impacted in individuals who are affected by trauma, including intergenerational trauma, and neurodevelopmental disabilities including the autism spectrum (Schauder, Mash, Bryant, & Cascio, 2015, Mahler, 2016).

### 2.3 Benefits of teaching interoception

- To help children/students connect to and learn to understand their own bodies and emotions.
- It is a pre-requisite skill for self-management and self-regulation. It provides children/students with the tools to know when they are developing emotional reactions and the skills to be in control of those reactions.
- Without interoception, social skills are just the application of rules and not a meaningful way of interacting – it enables students to develop a sense of belonging.

- Classrooms where interoception is being taught have decreasing behavioural challenges over the school year and those where it is not have static or increasing behavioural challenges (*school wide behaviour reporting analysis*)

## 2.4 Models of interoception for Department for Education sites

*Please note that interoception is a complement to quality differentiated teaching and does not replace this.*

1. In class teaching for individual classes
2. In class teaching across whole school
3. In class teaching across whole school with specific groups of intensive interoception
4. In class teaching across whole school plus use of an interoception room

## 2.5 Models of interoception for in class teaching

*(These do not require any additional resourcing as they are implemented as part of quality differentiated teaching practice)*

- Two to three short sessions a day, each session covering one or two interoception activities. Activities are done twice. After the first time students are asked where they felt the difference or what they felt. They are then guided where/what to feel and asked to focus on that for the second time the activity is done. Sessions are most beneficial after breaks, so 2/3 of first thing in the morning, after recess, after lunch.
- Multiple short sessions a day, each session covering one or two interoception activities. Activities are done twice. After the first time students are asked where they felt the difference or what they felt. They are then guided where/what to feel and asked to focus on that for the second time the activity is done. Sessions are after every transition and/or whenever the students require refocusing.
- One or two long sessions a day, each session lasting 15-20 minutes. Usually chosen for use in specific classrooms where children/students arrive dysregulated and struggle all day. Interoception activities are presented as a sequence of movements and actions with directions to focus on specific muscles or other aspects of interoceptive awareness.

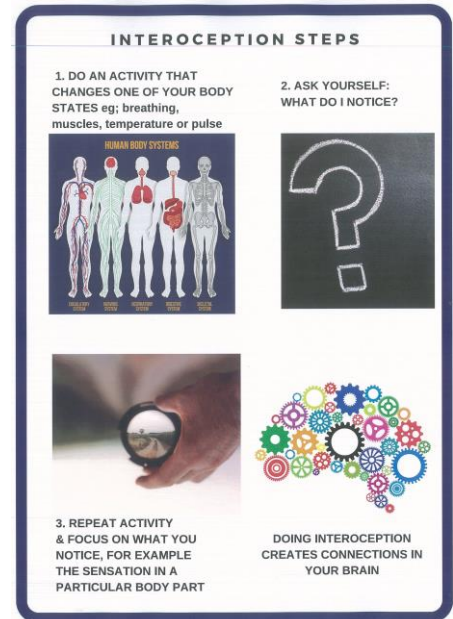
## 2.6 What is an interoception activity?

An interoceptive activity focuses on creating and noticing a change in some aspect of one's internal self, such as **muscular system, breathing, temperature, pulse or touch**. People with atypical Interoception are not able to identify the physiological changes that signal mood changes or bodily self-regulation needs. Interoception activities teach us to connect with these.

## 2.7 Structure of an interoception activity

An interoception activity focuses on a particular part of the body for at least 30 seconds.

- It enables a change to occur in one's body state while labelling the movement and part of the body involved (e.g. toes, stretch and curl up or curl under)
- **Repeat the same activity for a second time**
- The individual is encouraged to identify a **change** in their body state (e.g. hot-cold, soft-hard, stretch-relax) and where they felt that change (arch or ball of foot, on top).



## 2.8 Interoception research

Department for Education research indicates that interoceptive awareness activities - noticing aspects of one's body:

### Within 8-10 weeks

- Decreases heart rate during the interoception activity
- Decreases externalising challenging behaviours
- Increases engagement in learning
- Increases prosocial behaviours—kindness, helpfulness, connections to others

### Over 16+ weeks

- Decrease stress
- Can help manage anxiety
- Promotes caring and empathy

## 2.9 Interoception and the Australian Curriculum

Interoception and the neuroscience behind it can be integrated across the Australian Curriculum as well as delivered through the key capabilities. Some of these links are on the next few pages and sections 10 and 11 provides some more detailed examples and a complete unit plan. The unit plan has been kindly provided by Paralowie School who have been using it with their year 8 & 9 students (ages 13-16).

## Interoception and the Australian Curriculum

Learning area	Year level	Strand	Sub-strand & Thread	Elaboration (interoception)
English (vocab, positional language, attaching meaning to words, language, handwriting)	Foundation	Language	Language for interaction – Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429)	Recognising some of the ways we can use speech, gesture, writing and media to communicate feelings (explicitly teach vocabulary for interoception including movement words, body words and descriptive words – “ <b>stretch</b> your <b>fingers</b> out and feel the <b>muscles</b> in your hand <b>tense</b> , now <b>relax</b> your fingers” –
	Year 3	Literacy	Creating texts – Write using joined letters that are clearly formed and consistent in size (ACELY 1684)	Practising how to join letters to construct a fluent handwriting style (use hand exercises to increase interoceptive awareness of hand muscles, rest and “wriggle” hands frequently and begin to notice if/when the hand becomes tired, where is it becoming tired?, focus the exercises on those parts of the hand to
	Year 6	Language	Expressing and developing ideas – Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA 1525)	Identifying the ways in which evaluative language is used to assess the qualities of the various aspects of the work in question (evaluate texts which appeal to the readers’ senses to develop a picture, discuss how the use of this language can create a feeling, create a text using internal senses to describe an event or feeling “ <b>he felt his stomach begin to swirl around in circles like ripples on a lake, and he knew his anxiety was</b>
	Year 9	Literacy	Interacting with others – Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes (ACELY1741)	Use graphics and text animations to accompany spoken text <b>(Students can create a fun presentation on interoception activities/wee/poo charts to deliver to peers or a younger audience)</b>

<b>Mathematics</b> (position/movement, time, data collection, graphing, data analysis, number, counting)	Foundation	Statistics & Probability	Data representation and interpretation – Answer yes/no questions to collect information and make simple inferences (ACMSP011)	Using data displays to answer simple questions ( <b>How many students had a heart rate above 90 after a run around the oval?</b> )
	Year 3	Measurement & Geometry	Using units of measurement – tell time to the minute and investigate the relationship between units of time (ACMMG062)	Recognising there are 60 minutes in an hour and 60 seconds in a minute ( <b>Use a smartboard timer when doing an interoception activity so students get a sense of how long 30 seconds is, what it</b>
	Year 6	Number & Algebra	Number and place value – Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers (ACMNA123)	Applying a range of strategies to solve realistic problems and commenting on the efficiency of different strategies ( <b>Create problems using heart rate data or time/interoception activities – i.e. “If Ms Smith’s class did six interoception activities each day and each activity lasted 60 seconds, how many minutes per day did the class do interoception activities for?” or “Using the graph which maps your heart rate over a week, answer the following questions.....How many times did your heart rate rise to over 80 beats per</b>
	Year 9	Statistics & Probability	Data representation and interpretation- compare data displays using mean, median and range to describe and interpret numerical data sets in terms of location and spread (ACMSP283)	Comparing means, medians and ranges of two sets of numerical data which have been displayed using histograms, dot plots, or stem and leaf plots ( <b>use heart rate data</b> )

<b>Science</b> (how body works, nervous system, healthy body, digestive system, Biology, neuroscience)	Foundation	Science Understanding	Biological sciences - Living things have basic needs, including food and water	Identifying the needs of humans such as warmth, food and water, using students' own experiences ( <b>introduce the 'poo' and 'wee' charts and discuss how the human body needs different nutrients and water to keep it healthy and working effectively</b> )
	Year 3	Science understanding	Physical sciences – heat can be produced in many ways and can move from one object to another (ACSSU049)	Describing how heat can be produced such as through friction or motion, electricity or chemically ( <b>use the interoception activities around temperature to discuss the changes that occur when you use friction – rubbing hands together, or when you use heat and the freezer with a paperclip</b> )
	Year 6	Science inquiry skills	Communicating – communicate ideas, explanations and processes using scientific	Discussing the best way to communicate science ideas and what should be considered when planning a text ( <b>How would you communicate the effect of what you eat and drink on your body to a younger audience?</b> )
	Year 9	Science understanding	Biological sciences – multi-cellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment (ACSSU175)	Describing how the requirements for life (e.g. oxygen, nutrients, water and removal of waste) are provided through the coordinated function of body systems such as the respiratory, circulatory, digestive, nervous and excretory systems. Explaining how body systems work together to maintain a functioning body using models, flow diagrams or simulations. ( <b>Interoception is a big part of all of this and many of the activities can be used to focus students in to what is happening inside of their bodies</b> )



<b>Health and PE</b> (keeping healthy, food & nutrition, relationships, heart rate and warm ups)	Foundation	Personal, social and community health	Communicating and interacting for health and wellbeing- identify and describe emotional responses people may experience in different situations (ACPPS005)	Identifying and describing the emotions of people who are happy, sad, excited, tired, angry, scared or confused. Talking about connections between feelings, body reactions and body language. (Rather than just focusing on what faces might look like when experiencing those emotions or what external event might cause the student to feel that emotion....focus on what those emotions look like for individual students and what those emotions feel like on the inside for individual students....how do they know what scared looks and feels like for them, what are their body's signals that they are feeling that emotion?)
	Year 3/4	Personal, social and community health	Being healthy, safe and active – Describe and apply strategies that can be used in situation that make them feel uncomfortable or unsafe (ACPPS035)	Recognising physical responses that indicate they are feeling uncomfortable or unsafe (discuss individual body signals that indicate when the student is feeling unsafe or uncomfortable, talk about how they might respond to these body signals and what emotion they might be associated with).
	Year 5/6	Movement and physical activity	Learning through movement – apply critical and creative thinking processes in order to generate and assess solutions to movement challenges (ACPMP068)	Applying movement skills and strategies from other contexts to generate a solution to unfamiliar movement challenge (use rhythmic and expressive movement activities such as yoga and tai chi to focus on how movement can be composed and performed in response to beats, sounds, images, words or themes)
	Year 9/10	Personal, social and community health	Communicating and interacting for health and wellbeing – evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses (ACPPS094)	Evaluating situations where an individual may react with extreme emotion and reflecting on the impact that this response may have on the situation and/or their relationships (elaborate on this by discussing the role of an individual's autonomic nervous system in activating a sympathetic nervous system response to a perceived danger. What this might look like and how this could be prevented by activating a parasympathetic nervous response using breathing or other interoception activities).

<b>The Arts</b> (breathing for music, drama, dance)	Foundation – Year 2	Dance	Understand how dance works – students develop body awareness and technical and expressive skills to communicate through movement confidently, creatively and intelligently.	Learning in dance: the body is the instrument of expression and uses combinations of the elements of dance to communicate and express meaning through expressive and purposeful movement <b>(what do our bodies feel like when we experience different emotions, tense our bodies up to feel scared, relax our bodies to</b>
	Year 3/4	Drama	Understand how drama works – use voice, body, movement and language to sustain role and relationships and create dramatic action with sense of time and place (ACADRM032)	Experimenting with the loudness/softness, pace and pitch of their voices to create roles and situations, time and place ( <b>practise using different voices, use an iPad app to record voice and change pitch, sound level, pace using the app</b> ) Varying their facial expressions and movements to create roles and situations ( <b>watch movies and discuss the facial expressions/body language of the characters, what does it feel like when we move our faces and bodies that way – animated movies like Shrek make great examples – create face masks which depict the emotions and act out a scene from the movie</b> )
	Year 5/6	Dance	Understand how dance works –Develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination (ACADAM010)	Rehearsing a combination of fundamental movements with or without accompaniment to refine technical and expressive skills, for example, galloping, jumping, sliding, rolling, slithering, spinning, shrinking, exploding, collapsing ( <b>Use animals as examples to practise moving in different ways, focus on different parts of the body when moving in different ways – when we slither like a snake on the ground can you make your whole body</b>
	Year 9/10	Drama	Understand how drama works – practise and refine the expressive capacity of voice and movement to communicate ideas and dramatic action in a range of forms, styles and performance spaces, including exploration of those developed by Aboriginal and Torres Strait Islander dramatists (ACADRM049)	Adapting expressive voice and movement skills for performance of different forms and styles and to enhance actor-audience relationships ( <b>Create a dramatic performance and focus on portraying particular emotions in characters, feel the difference in your face and body when displaying different emotions, use mirror and recordings to reflect on what the face muscles and body is doing during the performances</b> )

## 2.10 Interoception and the General Capabilities

Capability	Element	Goals	Level	Interoception link
<b>Personal and Social:</b> developing an awareness of their own emotional states, needs and perspectives.  <i>Some students may not have mastered these skills at the typical year level but require ongoing skill development throughout their education.</i>	<b>Self-awareness</b>	<i>Recognise Emotions</i>	1a – recognise and identify their own emotions.	Before labelling emotions, students need to understand how an emotion feels for them.
		<i>Recognise personal qualities and achievements</i>	1b – identify their likes and dislikes, needs and wants, and explore what influences these.	Sensory differences play an important role in determining how many students react in certain contexts. How do smells, tastes, noises, textures, lights, etc. impact on individual students?
		<i>Understand themselves as learners</i>	1b – identify their abilities, talents and interests as learners.	What topic are students most passionate about? What makes them feel good about themselves? Adults can observe students and identify the activity/topic that the student becomes most
		<i>Develop reflective practice.</i>	1a – recognise and identify participation in or completion of a task.	What does participation or task completion look like for different students according to their different abilities or learning styles? How can we adapt the environment, curriculum or instruction so we create an inclusive environment which
	<b>Self-management</b>	<i>Express emotions appropriately</i>	1a – recognise and identify how their emotions influence the way they feel and act.	When we begin to identify our body's signals, we use our cortex to respond to a need (physical or emotional). If we don't notice the signals, we don't respond to the need and we react according to signals from our amygdala instead (fight, flight, and freeze).
		<i>Develop self-discipline and set goals</i>	1a – make a choice to participate in a class activity.	Create activities which motivate and appeal to students who may choose not to participate for a variety of reasons (not interested in topic, too hard, too easy, can't see the purpose in the task). Use the student's passion, connect with another learning area of
		<i>Work independently and show initiative</i>	1b – attempt tasks independently and identify when and from whom help can be sought.	Create an atmosphere in the classroom where students feel comfortable asking for help. This may not be verbally as a student may be too anxious to ask or lose the ability to speak when anxious, give an alternative (red/green strip).
		<i>Become confident, resilient and adaptable</i>	1b – identify situations that feel safe or unsafe, approaching new situations with confidence.	How does their body signal when they feel unsafe/safe? What are some of the first signs that they feel unsafe/safe?
	<b>Social awareness</b>	<i>Appreciate diverse perspectives</i>	1b – acknowledge that people hold many points of view.	Identify how others think and feel and show emotion and recognise that others share similar internal feelings when experiencing an emotion.

<p><b>Personal and Social:</b> developing an awareness of their own emotional states, needs and perspectives.</p> <p><i>Some students may not have mastered these skills at the typical year level but require ongoing skill development throughout their education.</i></p>	<p><b>Social awareness</b></p>	<p><i>Contribute to civil society</i></p>	<p>2 – describe how they contribute to their homes, classrooms and local communities, and how others care for and assist them.</p>	<p>Identify what drives people to help others and want to care for and assist them. Those signals in our bodies that drive us to respond in certain ways or identify when others need help (empathy). That little “tug on the heart strings” or that “gut feeling” that something</p>
		<p><i>Understand relationships</i></p>	<p>1b – explore relationships through play and group experiences.</p>	<p>Think about the language and behaviours that make up a successful team or how working together can achieve goals. How does language and behaviour affect how teams/groups function? Why? How does it make someone else feel on the inside (not just an</p>
	<p><b>Social management</b></p>	<p><i>Communicate effectively</i></p>	<p>1a – respond to the feelings, needs and interests of others.</p>	<p>How do we recognise when others are experiencing an emotion when we can’t see it on the outside? Discuss how people might have different interests and that “inside feeling” we get when we are doing something we enjoy is how others might feel when they are</p>
		<p><i>Work collaboratively</i></p>	<p>1b – share experiences of cooperation in play and group activities.</p>	<p>Discuss how children/students feel on the inside when others don’t share something or give you a turn? What does it mean to share and take a turn, what skills do they involve (waiting, time, recognition that other people exist and have thoughts and feelings)...break the task down and focus on developing individual skills.</p>
		<p><i>Make decisions</i></p>	<p>1b – identify options when making decisions to meet their needs and the needs of others.</p>	<p>Discuss, model and role play scenarios related to making decisions and the impact that those decisions have on the feelings/emotions of self and others....concentrate on the internal signals that indicate how a decision makes us and others feel.</p>
		<p><i>Negotiate and resolve conflict</i></p>	<p>2 – practise solving interpersonal problems, recognising there are many ways to solve conflict.</p>	<p>What is conflict? What does conflict feel like/look like/sound like? How do I recognise when a conflict has occurred? If it’s difficult for the child/student to recognise when they are experiencing conflict, what cues might they look for in themselves and others?</p>
		<p><i>Develop leadership skills</i></p>	<p>2 – discuss ways in which they can take responsibility for their own actions.</p>	<p>Using a smartwatch to identify when their heart rate increases, then choose an interoception activity which calms the nervous system.</p>

<b>Ethical Understanding</b> Identify and investigate the nature of ethical concepts, values and character traits, and understand how reasoning can assist ethical judgement.	<b>Understanding ethical concepts and issues</b>	<i>Recognise Ethical concepts</i>	1 – identify ethical concepts arising in familiar contexts, such as good and bad behaviours.	What makes up a good/bad behaviour? How do we know when we have chosen the correct behaviour? What does it look/sound/feel like for us and others when the correct behaviour is chosen? Who decides what a good/bad behaviour is? Collaborate with children/students and democratically decide
		<i>Explore ethical concepts in context</i>	2 – describe ethical concepts such as right and wrong, honesty, fairness and tolerance.	Discuss these concepts and list ways these may be displayed. Talk about why these concepts are important to society and how it makes people feel (internally) when each of these is displayed (i.e. being honest and telling the truth when you have done something wrong may make you feel uncomfortable – tummy
		<i>Recognise Ethical concepts</i>	1 – identify ethical concepts arising in familiar contexts, such as good and bad behaviours.	What makes up a good/bad behaviour? How do we know when we have chosen the correct behaviour? What does it look/sound/feel like for us and others when the correct behaviour is chosen? Who decides what a good/bad behaviour is? Collaborate with children/students and democratically decide
	<b>Reasoning in decision making and actions</b>	<i>Reason and make ethical decisions</i>	2 – discuss how people make decisions about their actions and offer reasons why people’s decisions differ.	How do we identify what are the right decisions to make? How does it feel on the inside when we make the wrong decision? What drives some people to make the decisions they do (don’t recognise the internal body signals telling them it doesn’t feel right)?
		<i>Consider consequences</i>	1 – identify links between emotions and behaviours.	Discuss the difference between the sympathetic and parasympathetic nervous system responses. What is the difference between each response and how are they displayed in our behaviour. Talk about the different parts of the brain (Cortex and Amygdala) and which one we use consciously and which one
		<i>Reflect on ethical action</i>	2 – give examples of how understanding situations can influence the way people act.	Talk to children/students about how people sometimes misunderstand what they hear and see. They then respond/react in particular ways. Discuss ways in which they could check they have understood a situation correctly or how to clarify something with another person (what language to use).

<b>Ethical Understanding</b> Identify and investigate the nature of ethical concepts, values and character traits, and understand how reasoning can assist ethical judgement.	<b>Exploring values, rights and responsibilities</b>	<i>Examine values</i>	1 – identify values that are important to them.	Use lines or corners of a room to give an example of how people’s values can differ. As a class or school, discuss the school values, what they mean, what they look like and how they might feel to the child/student and others when actively displayed.
		<i>Explore rights and responsibilities</i>	1 – share examples of rights and responsibilities in given situations.	Share examples and discuss the internal feelings involved by all parties in given situations. Role model situations and act out different endings, those that take into account the rights and responsibilities and another which doesn’t. What difference does it make when we recognise the rights and responsibilities of
		<i>Consider points of view</i>	1 – express their own point of view and listen to the views of others.	What is the most appropriate way of expressing our own point of view? What impact do our words have on the way others feel on the inside? What does it look like when we listen to the views of others and how do we react when they differ from our own views?

### 3. 301 Advice/Guidance on implementing interoception

**Be relatable – share your experiences with body signals and emotions.**

*Share examples –*

- “when I feel anxious I feel my heart beating faster, I sometimes sweat and I get a dry mouth”
- “when I feel angry I feel my fists clenching so then I focus on where I can feel it and I stop focussing on what is making me angry”

*Promote discussion –*

- What did you have for breakfast?
- What did you do at recess?
- What did you do this morning before school

*Noticing for the student –*

- I can see that you are getting “hangry” because you haven’t eaten and you are using a tone of voice that sounds grumpy
- I can see that you are getting frustrated because you have started tapping you knee

*Suggest strategies –*

- Would you like to go for a walk and focus on how your feet feel on the ground, to reset your calm?
- Would you like to use an interoception activity to interrupt your train of thought?
- Would you like to do some breathing activities and focus on the breath flowing in and out, to reset your calm?

**Replace existing ‘withdrawal rooms’ to create an Interoception space:**

- Explain the purpose of the space to both teachers and students – “this is an opportunity for you to reset to calm and be ready and able to engage in learning.”
- Skilled staff to discuss with students after they have been given the opportunity to reset their calm – allow the student sufficient amount of time – however long it takes – understand the student is unable to learn until they are neurologically and biologically calm.
- Structured process –
  - When the student has reset their calm – explicitly teach an area of the Regulation Scales **OR**
  - Complete an Understanding Behaviour Template **OR**
  - Take the time to have discussions with the students – share services available on the neurodiversity page **OR**
  - Complete a Health Support Plan suited to the individual – with the individual – “Nothing about me without me” – e.g. Interoception Support Plan, Emotional Wellbeing Plan, Wellness, Stress & Distress Questionnaire



## 4. Interoception Activities


The following activities can be done in any order, for 1-5 minutes each. Students should be doing 2-3 short sessions of interoception every day. They can take home a copy of their favourite activities for the weekends and holidays if they would like.

These activities can also be shared via school newsletters and other communications with parents.


**INTEROCEPTION STEPS**

**1. DO AN ACTIVITY THAT CHANGES ONE OF YOUR BODY STATES** eg; breathing, muscles, temperature or pulse


HUMAN BODY SYSTEMS




**2. ASK YOURSELF: WHAT DO I NOTICE?**

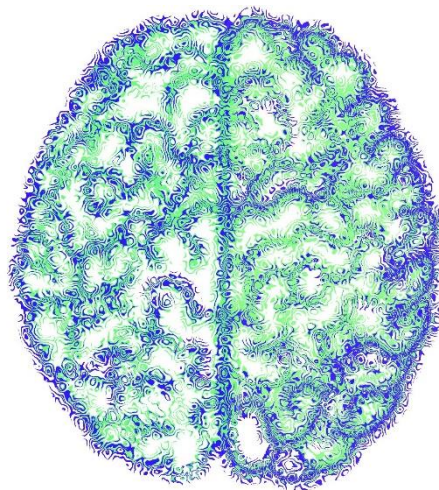


**3. REPEAT ACTIVITY & FOCUS ON WHAT YOU NOTICE, FOR EXAMPLE THE SENSATION IN A PARTICULAR BODY PART**



**DOING INTEROCEPTION CREATES CONNECTIONS IN YOUR BRAIN**







## 5 Interoception Pressure Activity

### Follow the leader

Find a partner to work with.

Hold both of your left pointer fingers up and press your pointer finger against your partner's finger. Choose one of you to be the leader.

The leader will move the pointer finger around, the other partner needs to follow the leader's finger and try to stay connected.

*Which body part did you feel when we were completing that activity?*

*Now switch roles, the other person will now be the leader.*

We are going to repeat the activity again, but this time the new leader will control the direction of the fingers.

*Now join both of your pointer fingers together, each person will lead a finger each.*

*This time we are going to focus on the pressure between our fingers as we try to stay connected.*

*What did you notice about the pressure between your fingers?*



## 6 Interoception Muscle Activities

### Spinal Twist

In a seated position, ensure your feet are placed on the ground and you sit up straight.

Place both of your hands to the right side of your chair.

Gently rotate your torso to the right.

Only twist as far as you feel comfortable and keep your back straight while your hips square.

Hold the stretch for 30 seconds.

*Where did you feel it in your body when we held that stretch?*

We are going to repeat the activity again, but this time we are going to focus on our back muscles.

*How did your back muscles feel while holding that stretch?*



# Interoception Muscle Activity

## Perfect Posture

In a seated position, ensure your feet are placed on the ground and you sit up straight.

Pull your shoulders backwards and hold that stretch for 30 seconds.

*Where did you feel it in your body when we were stretching?*

We are going to repeat the activity again, but this time we are going to focus on our shoulder blades.

*How did your shoulder blades feel while completing that stretch?*



# Interoception Muscle Activity

## Overhead Reach

Extend each arm overhead.

Reach to the opposite side.

Hold for 10 to 30 seconds.

*Where did you feel it in your body when we were completing the stretch?*

We are going to repeat the activity again on the other side, but this time we are going to focus on our shoulder muscles.

*How did your shoulder muscles feel while completing that stretch?*



# Interoception Muscle Activity

## The Toe Toucher

In a seated position, ensure your feet are placed on the ground and you sit up straight.

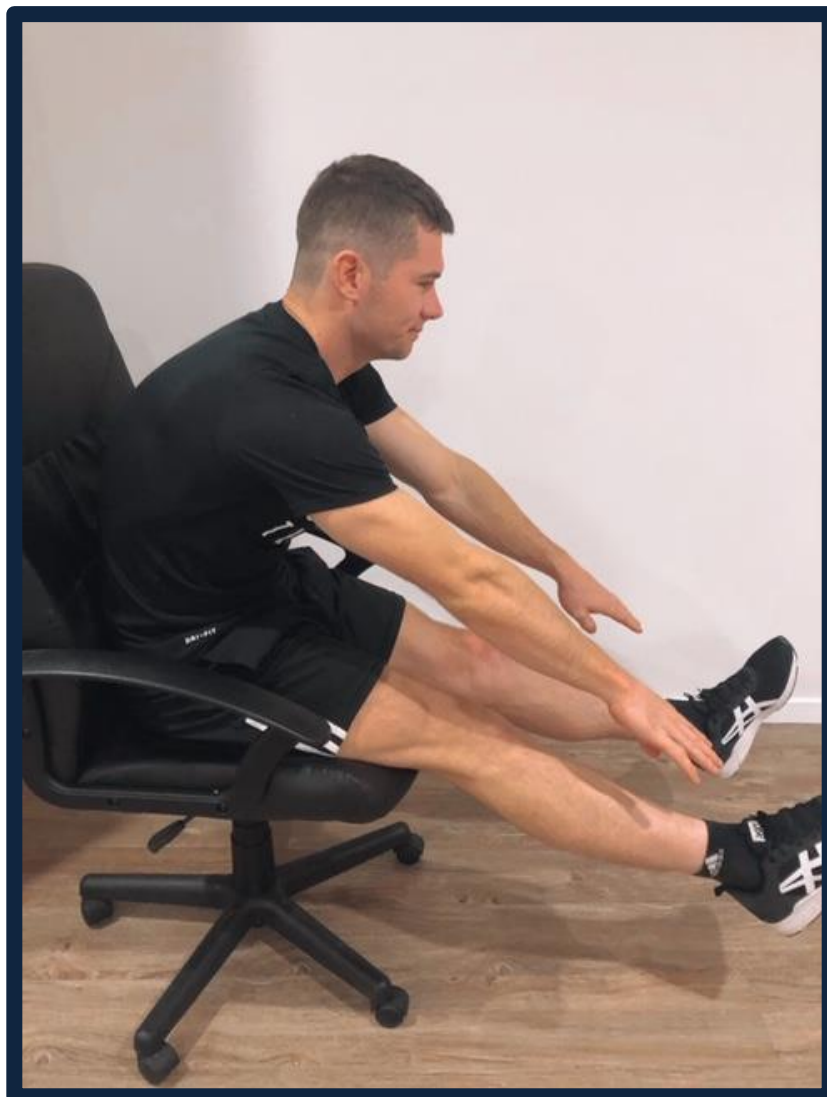
Stretch your legs out straight.

Reach your arms out straight and extend your arms to your toes.

*Where did you feel it in your body when we were stretching?*

We are going to repeat the activity again, but this time we are going to focus on our hamstrings.

*How did your hamstrings feel while completing that stretch?*



# Interoception Muscle Activity

## Knee Pump

In a seated position, place your feet on the ground and sit up straight.

Cross your leg with your ankle placed on your knee.

Gently push down on your knee, as your pushing down on your knee remember to exhale slowly.

*Where did you feel it in your body when we pushed down on our knees?*

We are going to repeat the activity again, but this time we are going to focus on our inner thigh muscles.

*How did your inner thigh muscles feel while holding that stretch?*



# Interoception Muscle Activity

## Wrist stretch

Press your palms together in front of your chest and hold for 15 seconds.

*Where did you feel it in your body when we were holding this stretch?*

We are going to repeat the activity again, but this time we are going to push the backs of your hands together for a reverse stretch and hold for another 15 seconds

*How did your wrists feel while holding that stretch?*



# Interoception Muscle Activity

## Seated Bicycle Crunch

Sit in your chair with your feet flat on the floor.

Position your hands behind your head and lift one knee towards the opposite elbow, twisting your body down towards it, then return to the seated straight-back position. Then continue to switch sides.

*Where did you feel it in your body?*

We are going to repeat the activity again, but this time we are going to focus on our core muscles.

*How did your core muscles feel while holding that stretch?*





# Interoception Muscle Activity

## Leg Lifts

Start by sitting up straight in a chair.

Place your hands either side of your chair to help balance your body.

Slowly lift one of your legs off the ground and hold it in mid-air.

Repeat with the other leg.

For more of a challenge, we are going to see if we can lift both legs off the ground at the same time and hold both legs up.

*Where did you feel it in your body?*

We are going to repeat the activity again, but this time we are going to focus on our core muscles.

*How did your core muscles feel while holding that stretch?*



# Interoception Muscle Activity

## Arm Circles

Stand tall and pull your shoulders back.

Put your arms out straight, hold them up at shoulder height.

Start to make mini circles in the air with your arms.

*Where did you feel it in your body?*

We are going to repeat the activity again, but this time we are going to focus on our bicep muscles

*How did your bicep muscles feel while completing the activity?*



# Interoception Muscle Activity

## Hand Press

Start by placing your hands on a table, resting upwards on your pinkie fingers.

Press down on the side of your hands.

*Where did you feel it in your body?*

Now with your hands still resting on the table, spread open your fingers wide.

Now try to press down on the side of your hands with your fingers still spread out open wide.

*Where did you feel it now in your hands when you had your fingers spread out wide?*

*Was there a difference compared to having your fingers closed when we pushed down?*



# Interoception Muscle Activity

## Interhemispheric Switching

Start by sitting tall in your chair.

Extend your right arm all the way up to the ceiling.

Straighten your left leg out and raise it up as you bring your right arm down and try and not touch your left foot.

Do 8-10 on each side.

*Where did you feel it in your body?*

We are going to repeat the activity again, but this time we are going to focus on our arm muscles.

*How did your arm muscles feel while doing the activity?*



# Interoception Muscle Activity

## Side Leg Swing

Find your own space in the room, stand up tall and put your hands on your hips.

Swing your leg out wide to the side – out and in.

Switch legs and continue to repeat swinging each leg in and out.

*Where did you feel it in your body?*

We are going to repeat the activity again, but this time we are going to focus on our hip muscles.

*Where did you notice it this time when we focused on our hip muscles?*



# Interoception Muscle Activity

## Triceps Dips

For this activity you will need a stationary chair.

Scout to the front of the chair and place your hands facing forward to the edge of the chair. Bend your elbows straight back and lower your body straight down.

Keep your back at close to the chair as possible.

Then straighten your arms to rise back to the starting position.

*Where can you feel it in your body?*

We are going to repeat the activity again, but this time we are going to focus on our triceps muscles.

*What could you notice about your triceps muscles?*



# Interoception Muscle Activity

## Chair Squats

For this activity you will need a stationary chair.

Stand up tall and have your feet hip width apart.

Bend your knees and squat down just above the seat, without sitting down entirely.

Push your body upwards and straighten your legs to stand up straight.

*Where did you feel it in your body?*

We are going to repeat the activity again, but this time we are going to focus on our thigh muscles

*How did your thigh muscles feel while moving?*



# Interoception Muscle Activity

## Lunges

Start by standing up tall.

With one leg in front of the other, gently lower the knee of your back leg down towards the ground.

Repeat 10 times on each leg.

*Where did you feel it in your body?*

We are going to repeat the activity again, but this time we are going to focus on our hamstring muscles.

*What did you notice in your body after focusing on your hamstring muscles?*





# Interoception Muscle Activity

## Hamstring Stretch

Start by finding a spare space of wall and ensure that your heels are against the wall.

Push your back against the wall.

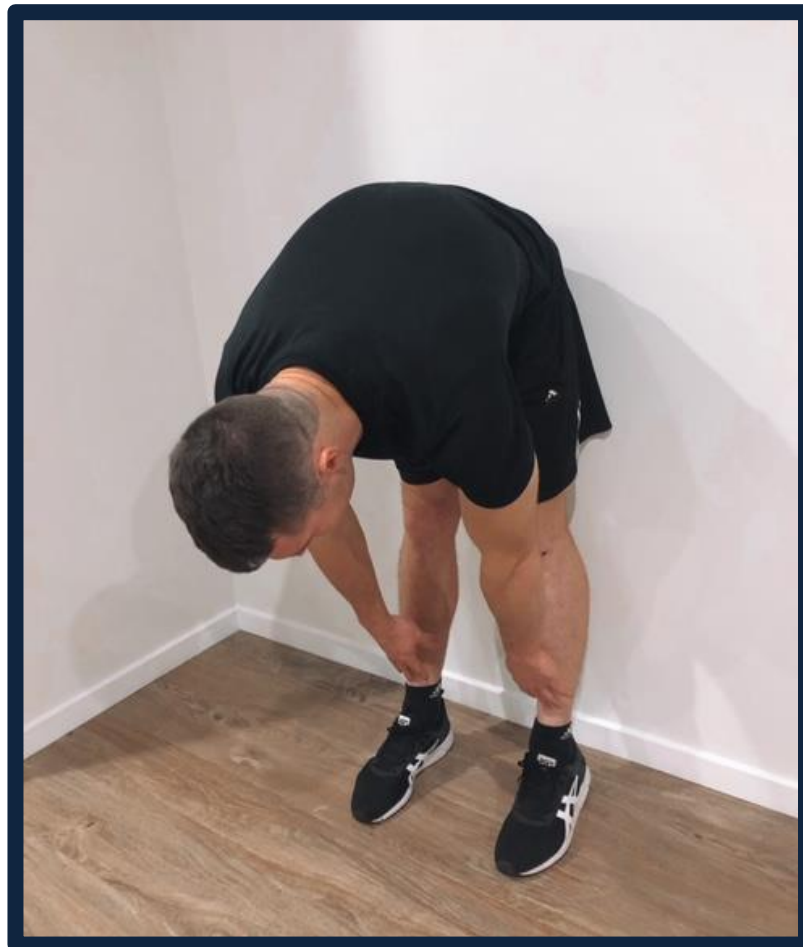
Keep your legs straight and bend from the hips with straight arms.

Try to touch your toes without bending your knees.

*Where did you feel it in your body?*

We are going to repeat the activity again, but this time we are going to focus on our hamstring muscles

*What change did you notice in your body after focusing on your hamstring muscles?*



# Interoception Muscle Activity

## Single Leg Lift

Find a space in the room and stand tall.

Stare at a focal point on the floor in front of you and slowly lower your torso to the ground while lifting your left leg behind you.

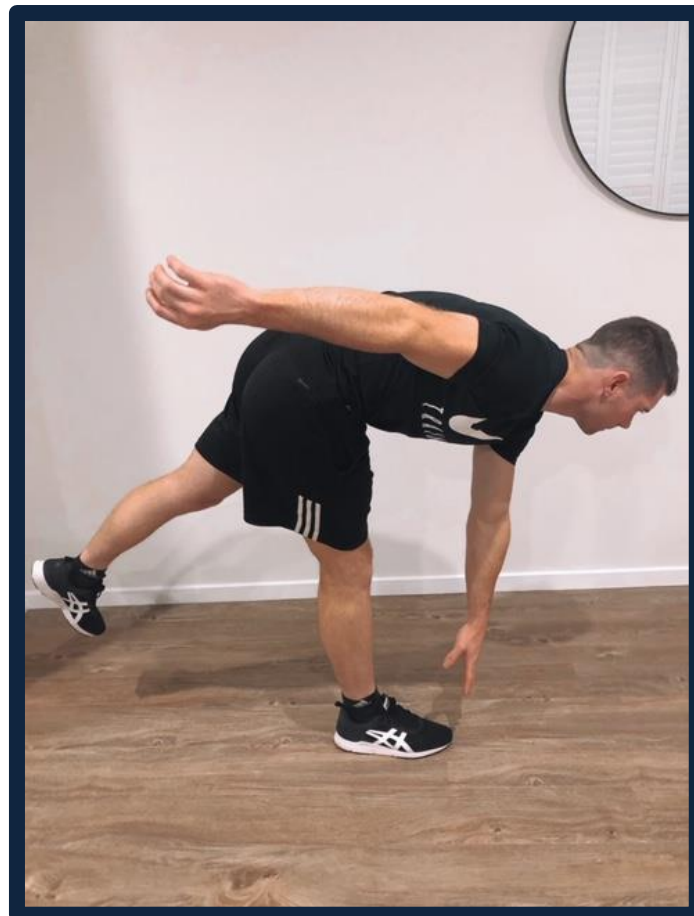
Keep your spine straight and reach hands to the floor.

Repeat with the other leg.

*Where did you feel it in your body?*

We are going to repeat the activity again, but this time we are going to focus on our hamstring muscles.

*What change did you notice in your body after focusing on your hamstring muscles?*



# Interoception Muscle Activity

## One Legged Squat

Stand on one leg with the other leg held straight out in front of you.

Slowly lower into a squat position keeping the airborne leg straight.

Once you've reached the squat position, pause for a second and then push back up by driving through your heel.

You may need to hold your arms out straight in front of you to help you balance.

*Where did you feel it in your body?*

We are going to repeat the activity again, but this time we are going to focus on our hamstring muscles.

*What change did you notice in your body after focusing on your hamstring muscles?*



# Interoception Muscle Activity

## Toe Stretch

Sit comfortably in a chair with your feet placed on the ground.

With your feet on the ground, raise your toes upwards.

Try and spread your toes apart.

Lower your toes to the ground – see if you can try to keep your toes open!

*Where did you feel it in your body?*

We are going to repeat the activity again, but this time we are going to focus on the webs of your toes

*What change did you notice in your body after focusing on the webs of your toes?*



## 7. Interoception Breathing Activity

### Nostril breathing

Sit in a comfortable position.

Place your left hand on your left knee.

Lift your right hand up towards your nose.

Exhale completely and then use your right thumb to close your right nostril.

Inhale through your left nostril and then close the left nostril with your fingers.

Open the right nostril and exhale through this side.

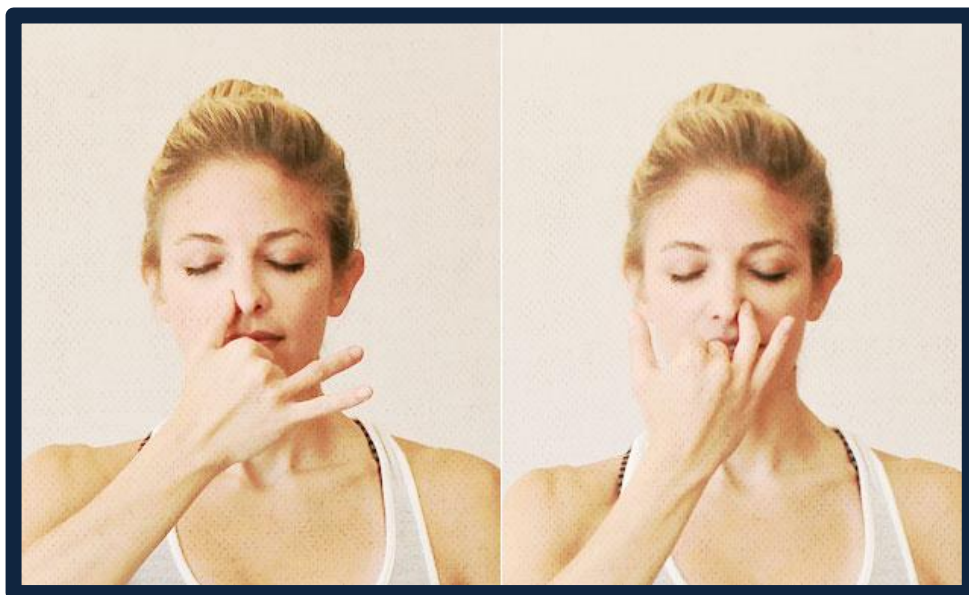
Inhale through the right nostril and then close this nostril.

Open the left nostril and exhale through the left side.

*Where did you feel it in your body?*

We are going to repeat the activity again, but this time we are going to focus on our deep inhales and exhales through our nose.

*What change did you notice in your body after focusing on your breathing?*



# Interoception Breathing Activity

## Infinity breathing

Start by sitting in a chair.

With your index finger, start to trace an infinity symbol on your table.

Start in the middle, go up to the left and trace the left part of the infinity symbol while breathing in through your nose.

When you get back to the middle of the 8 again, breathe out through your mouth while you trace the right part of your infinity symbol.

*Where did you feel it in your body?*

We are going to repeat the activity again, but this time we are going to focus on our breathing in through our nose and out through our mouth.

*What change did you notice in your body after focusing on your breathing?*

**BREATHE IN**



**BREATHE OUT**

# Interoception Breathing Activity

## 8-4-8 breathing

Find a comfortable position.

Inhale deeply through the nose for 8 seconds.

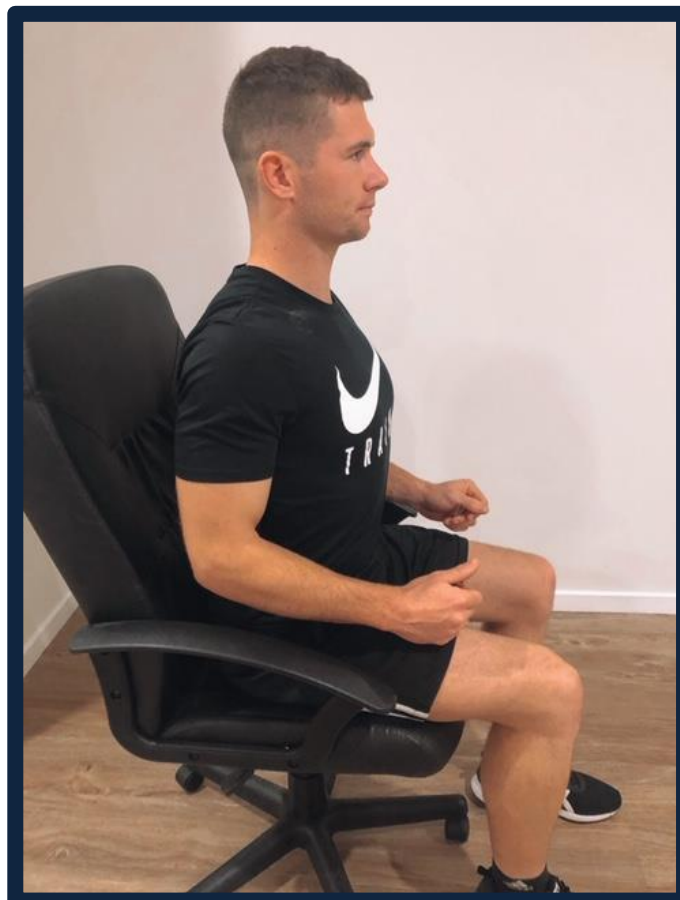
Hold breath in for 4 seconds.

Exhale through the mouth for 8 seconds.

*Where did you feel it in your body?*

We are going to repeat the activity again, but this time we are going to focus on our deep breaths in through our nose and out through our mouths. You could also focus on the feeling of your chest rising and falling.

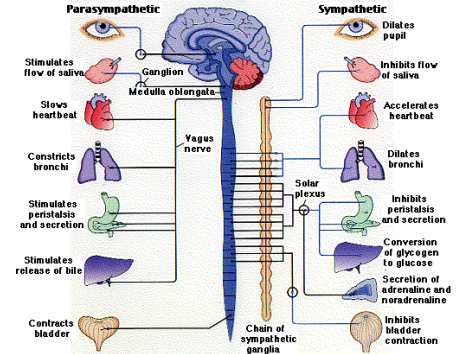
*What change did you notice in your body after focusing on your breathing?*



# Interoception Breathing Activity

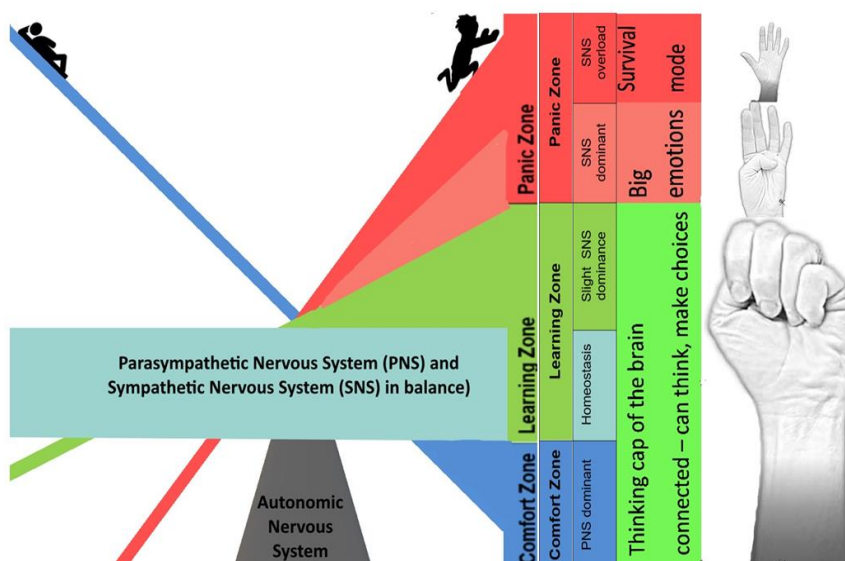
Your respiration rate is the number of breaths you take per minute. The rate is usually measured when sitting down or lying at rest by counting how many times the chest rises, as it rises with each intake of breath, and falls with each exhalation. Respiration rates may increase with fever, illness, and other medical conditions. Normal respiratory rates for children in breaths per minute are as follows:

- ✓ birth to 1 year: 30 to 60
- ✓ 1 to 3 years: 24 to 40
- ✓ 3 to 6 years: 22 to 34
- ✓ 6 to 12 years: 18 to 30
- ✓ 12 to 18 years: 12 to 16



You can measure your own respiration rate by lying or sitting with your hand just below your collar bone. Set the timer for one minute and then count each time you feel your chest rise. To measure someone else's respiration rate, sit next to, or in front of them and simply observe the rise and fall of their chest and count for the duration of one minute.

Time of day	Activity immediately prior to measuring respiration	Respiration (breaths per minute)	Estimated zone of regulation



My respiration rate



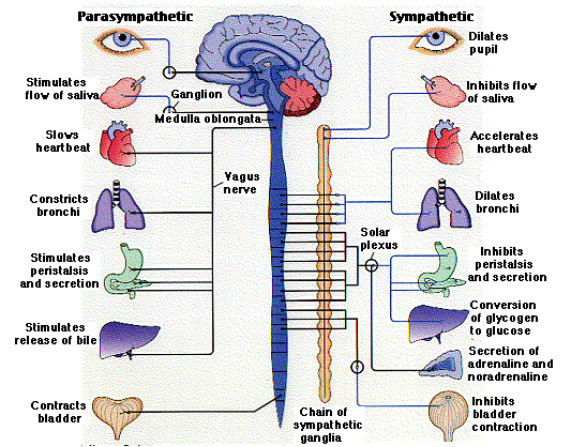
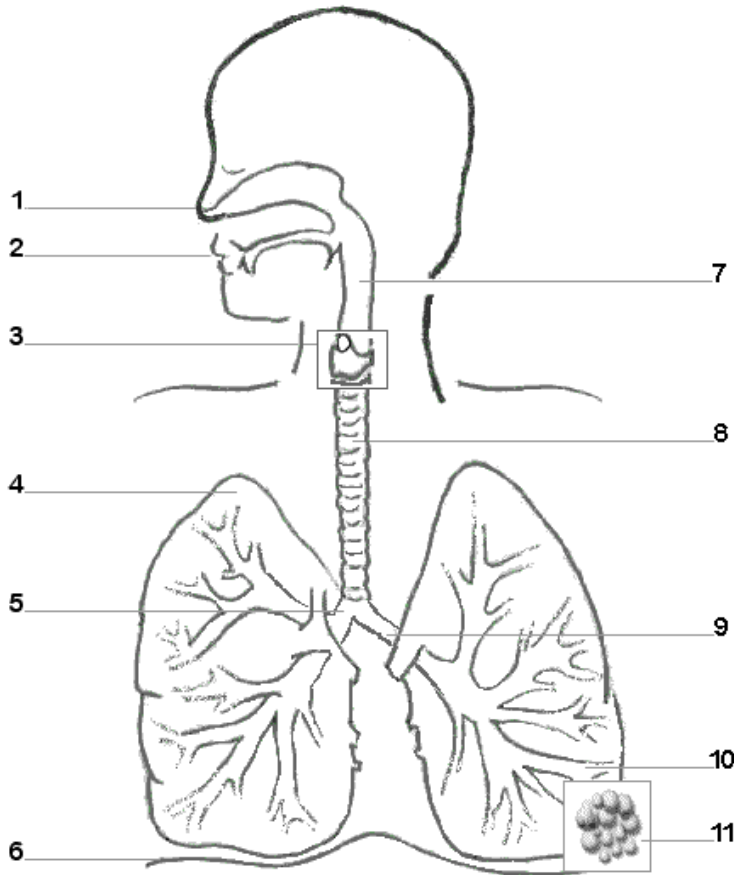
# Interoception Respiration rate (breathing) Activities



Respiration rate (rate of breathing)



Label the below:



How does asthma impact respiration?

How can you slow down respiration?

How can speed up respiration?

Why would you want to speed up or slow down respiration?



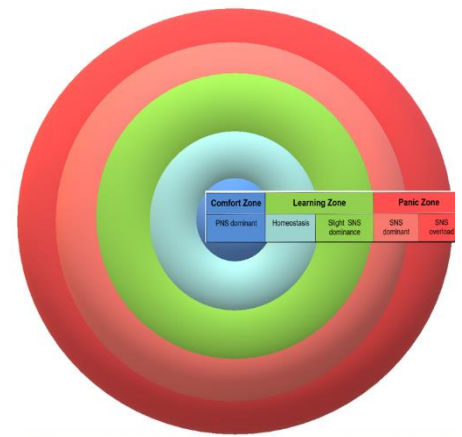


# 8. Interoception Heart Rate Activities

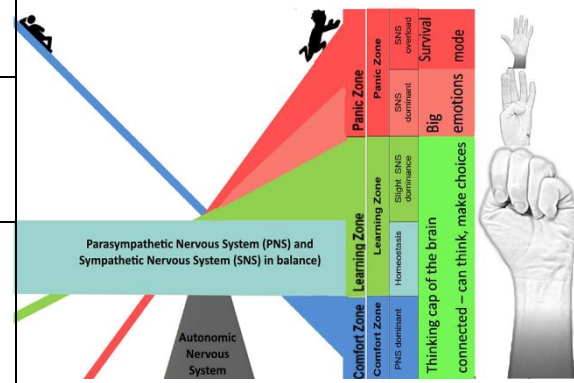
These activities can either be completed using a smart watch, pulse oximeter or by manually taking your pulse. For manual readings you will require a watch or timer or a phone to use as a timer. Some phones can also record your pulse.



Time of day	Activity immediately prior to taking pulse	Pulse rate (beats per minute)	Estimated zone of regulation



My heart rate/pulse



# Interoception Heart Rate Activities



What can you do to increase your heart rate by more than five beats per minute?

What can you do to decrease your heart rate by more than five beats per minute?

When you notice your heart beating, can you accurately tell how fast/hard it is beating?

If not, are you assuming your heart rate is faster or slower than it really is?

What can you do to remind yourself to check the accuracy of your heart rate assumptions?

When you think you are heading towards sympathetic nervous system overload, how does your pulse feel on your wrist?

If you do one – two minutes of interoception activities, can you lower your heart rate and change the feeling of your pulse in your wrist? YES/NO/MAYBE/SOMETIMES

Which interoception activities did you do?

How did it change?

Is this different if you do a different interoception activity?



# Interoception Autonomic Nervous System Activities

When you are in your parasympathetic nervous system dominant zone, where are you usually (location), and who with, and doing what?

What can you control in your life when you are in your parasympathetic nervous system dominant zone?

Three cyan sticky notes with folded corners, arranged horizontally, intended for students to write their responses to the question above.

When you are in a sympathetic nervous system dominant zone, what can you control in your life?

Three green sticky notes with folded corners, arranged horizontally, intended for students to write their responses to the question above.

What about when you are heading into sympathetic nervous system overload, what can you control then?

Three red sticky notes with folded corners, arranged horizontally, intended for students to write their responses to the question above.

# Interoception Resources

## 10. Connecting Curriculum

### Physical Education/Health

- Teach heart rate by researching optimal heart rate for learning
- Year 8 Nutrition course – focus on types of food being eaten, sugar content, reading labels correctly, healthy diets (what a diet looks like), deeper understanding of sugar in fruit – link with impact on emotions, wellbeing, energy levels, ability to focus and concentrate
- Personal best tracking record (in the [Ready to Learn Interoception Kit](#))
- Explicitly teach body language – e.g Power Pose
- Circadian rhythms – sleep patterns – explicitly teaching how sleep affects wellbeing, emotions

### Maths/Science

- Nervous system – explicitly teaching the sympathetic and parasympathetic nervous systems and how the biological actions/reactions of this impact humans
- Personal best tracking record (in the [Ready to Learn Interoception Kit](#)) – creating a maths data graph
- Before oral presentations: Explicitly teach body language – e.g Power Pose and consciously slowed breathing to decrease anxiety or stress

### Home Economics

- Incorporate into Food and You Unit –
  - How sugar affects emotions
  - Dehydration chart
  - Food diaries – add a column for how do I feel?
  - Use “My Fitness Pal” app to track calories / water intake / exercise / weight
- Explicit discussions around hunger – what does it feel like to be hungry? How do you know you’re not dehydrated? Comfort eating – link it to anxiety and other emotions

### English/Literacy

- English – be explicit about why they need to be able to regulate their emotions –link to adjectives – describe myself and more explicitly describe how I feel
- Weave into learning intentions – today there might be an opportunity to speak aloud
- Knowledge, skills and understanding –interoception goal today is..... use this as an opportunity to explicitly teach a strategy to manage emotions e.g. Power Pose
- Procedural writing, oral presentations – designing and presenting personal interoception activities

### Visual Arts/Dance

- Flexibility program – incorporate personal best tracking record, focus on internal body signal improving control of body
- PD about public speaking – PVLEGS – Poise, Voice, Life, Eye contact, Gestures, Speed
- Performance – starting pose, ending pose – all sits in Poise using internal body signals to adjust stance
- Learning intentions – start of every lesson – not just dance – explicitly sharing the whole class



# Interoception Unit Plan

## Interoception Unit Plan

<b>Title of Unit / Big Idea</b>	<b>Interoception + Sugar = How it affects your emotions</b>	<b>Year</b>	8-9
<b>Curriculum Area</b>	Food and Technology	<b>Time Frame</b>	6 week unit
<b>Developed By</b>	Louisa Milanese and Hannah May (Paralowie R-12 School)		

### Identify Desired Results

#### Content Descriptions:

Investigate and select strategies to promote health, safety and wellbeing (ACPPS073)	<p>Students will...</p> <ul style="list-style-type: none"> <li>- Research a variety of snacks and drinks that teenagers commonly consume in order to understand their nutritional value</li> <li>- Analyse food and nutrition labels</li> <li>- Investigate how sugar affects your wellbeing (interoception)</li> </ul>
Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (ACPPS075)	<p>Students will....</p> <ul style="list-style-type: none"> <li>- Gain understanding of the concept of interoception and the bodies physical response in connection to their emotions</li> <li>- Understand self - regulation and ways to respond</li> <li>- Investigate personal / social choices in foods and how it can affect individuals emotional response</li> </ul>
Investigate the ways in which products, services and environments evolve locally, regionally and globally and how competing factors including social, ethical and sustainability considerations are prioritised in the development of technologies and designed solutions for preferred futures (ACTDEK029)	<p>Students will...</p> <ul style="list-style-type: none"> <li>- Investigate the ways in which products evolve through advertising techniques (Hidden sugars).</li> <li>- Understand the social factors influencing our sugar intake.</li> </ul>



# Interoception Unit Plan

## Achievement Standards

Students will ...

- Evaluate the impact on wellbeing, their own and others in connection to sugar intake
- Analyse factors (sugar) that influence emotional responses
- Investigate strategies (Self -Regulation) to enhance safety and wellbeing in connection to interoception

### General Capabilities

Personal and Social – This will be achieved through students gaining a deeper understanding of their emotions and strategies to self-regulate.

Literacy – This will be achieved through students learning subject specific language (Tiered Language) including using strategies such as close reading tasks.

Numeracy – This will be achieved through students understanding of how to read nutrition labels and refined sugar content in foods in regards to nutritional value.

### Cross-curriculum Priorities

#### Sustainability (Technologies)

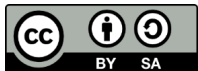
The Australian Curriculum: Technologies enables consideration of preferred futures. When students identify and critique a problem, need or opportunity; generate ideas and concepts; and create solutions, they give prime consideration to sustainability by anticipating and balancing economic, environmental and **social impacts**.

This will be achieved through students gaining a deeper knowledge on the effects of sugar on their wellbeing and how society and identity can contribute to sugar intake. Students will have the opportunity to promote healthier eating and the **social impacts** on sugar to their peers and the wider community.



# Interception Unit Plan

Weekly overview	
<b>Week 1</b>  <b>Introduction to Interception</b>	<b>Resource:</b> Formative Task: Interception close Reading Formative Task: Emotions VS physical Response Task  <b>Learning and understanding:</b> Interception: Emotions and physical response  <b>Tasks:</b> Feelings Check in (Beginning of every lesson) Anxiety - Mindfulness activity (See Resources) End of every lesson.
<b>Week 2</b>	<b>Resource:</b> Summative task: Emotions Poster  <b>Learning and understanding:</b> Self-Regulation strategies in connection to chosen emotion  <b>Tasks:</b> Feelings check in (Beginning of every lesson) Angry - Mindfulness activity (See Resources) End of every lesson.
<b>Week 3</b>	<b>Resource:</b> Continue Emotions poster task



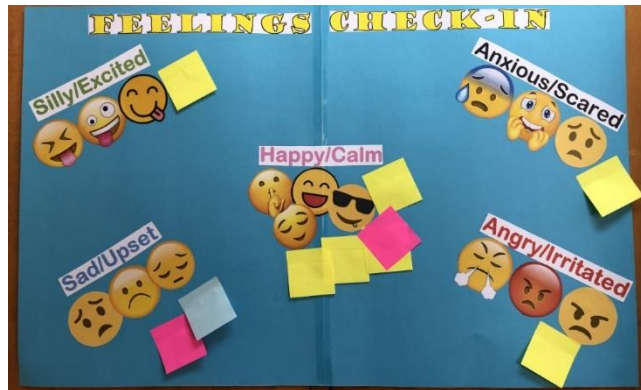


	<p><b>Tasks:</b> Feelings check in (Beginning of every lesson) Sad – Mindfulness activity (See Resources) End of every lesson.</p>
<p><b>Week 4</b></p> <p><b>Introduction to sugar and how it affects the brain</b></p>	<p><b>Resource:</b> Formative task: Ted Ed Video Comprehension</p> <p><b>Learning and understanding:</b> The connection sugar has on emotions</p> <p><b>Tasks:</b> Watch That Sugar Film Feelings check in (Beginning of every lesson) Hyperactive – Mindfulness activity (see Resources) End of every lesson</p>
<p><b>Week 5</b></p>	<p><b>Resource:</b> Formative task: Food and My emotions Diary Summative task: Advertisement</p> <p><b>Tasks:</b> Survey monkey on emotions and sugar Feelings check in (Beginning of every lesson) Nervous – Mindfulness activity (see Resources) End of every lesson</p>
<p><b>Week 6</b></p>	<p><b>Advertisement + poster DUE</b></p> <p><b>Tasks:</b> Summarize food and my emotions diary: Whole class interactive task. Teacher to create a table on the board with various emotion headings. Students to describe what foods they ate when feeling that particular emotion.</p>

# Interoception Resources for Unit Plan

## Feelings check in: Beginning of every lesson

This happens at the beginning of every lesson. Students use post it notes to express what emotion they are currently feeling. You could then have a discussion about what are the body signals that students are noticing with each emotion.



## Mindfulness body awareness activities: End of every lesson

### **Anxiety:** The rule of 3

- Name three things you see
- Name three sounds you hear
- Move three parts of your body

This activity can help centre your mind and bring you back to the present moment.

<https://www.webmd.com/mental-health/features/ways-to-reduce-anxiety>

### **Angry:** Mentally Escape

- Teacher to find a landscape image and display on the board
- Students to visualize themselves in that image.
- Who would you be with?
- What would you be doing?
- What would you be wearing?
- What would the weather be like?

### **Sad:** communication

Understanding the importance of talking about your feelings when you are sad and how the problem can be fixed. Teacher to introduce websites and where to go for help.

### **Hyperactive:** Bring it down

[https://www.youtube.com/watch?v=bRkILioT\\_NA](https://www.youtube.com/watch?v=bRkILioT_NA)

### **Nervous:** Breathe

Reach out Breathe App

<https://au.reachout.com/tools-and-apps/reachout-breathe>



# Interoception Unit Plan

## Week 1: Comprehension Task:

### Interoception, the Mind and the Body

Receptors in your muscles and joints tell you where your body parts are. That's the basis for your proprioceptive sense, which makes you aware of where your body is in space. When you take a step, for example, you know your foot is off the ground without having to think about it. People with poor proprioception have trouble with this.

Interoception is a similar concept. Just as there are receptors in your brain, which receive information about the inside of your body and process this. This helps regulate our vital functions like body temperature, hunger, thirst, digestion and heart rate to achieve homeostasis.

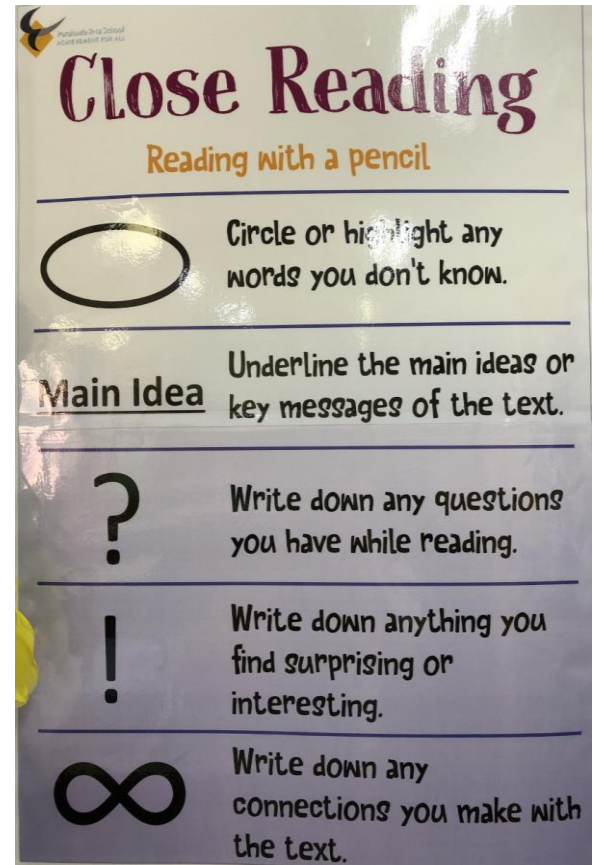
Interoception helps you understand and feel what's going on inside your body. For instance, you know if your heart is beating fast or if you need to breathe more deeply. You're able to tell if you need to use the bathroom. You know if you're hungry, full, hot, cold, thirsty, nauseated, itchy or ticklish.

### Interoception and Self-Regulation

Having trouble with this sense can also make self-regulation a challenge. When you're able to tell that you're thirsty, you know to take a drink. When you can feel that your bladder is full, you know to use the bathroom. When you feel a sense of frustration, you know to explain what's troubling you.

Interoception and understanding how to self-regulate helps you to learn to respond to your physical and emotional needs instead of reacting in a negative way.

Interoception can connect to mindfulness tasks including yoga, meditation and using your senses to understanding your body's needs.



# Interoception Unit Plan

Once you have read through and discussed the Close Reading fill in the following table. Think of words or sentences that connect to how you *mentally* feel during these emotions and how you may *physically* feel during these emotions.

Emotion	Physically how do I feel?	Mentally how do I feel?	What can I do to regulate this emotion?
Happy			
Excited			
Silly			
Nervous			
Anxious			
Sad			
Tired			
Irritated			
Angry			

# Interoception Unit Plan

## Week 2/3: Summative Task – Emotions Poster

<b>Subject: Food &amp; Technology</b>	<b>Topic: Interoception and Sugar</b>
<b>Name:</b>	<b>Due Date</b>

### Purpose:

The purpose of this task is to research various emotions and how the body responds. Students will need to investigate one specific emotion where they will then need to analyse different strategies to help regulate (self-regulation) the emotion. This will be completed on a poster in order for other students to view the poster to help support and regulate their emotions.

**Format: Poster**

**Word Count: 400**

This assignment will be completed as a poster using ICT (Word/Power Point/Publisher/Canva) or, hand written.

### Part 1: Emotion

You will firstly need to choose one of the following emotions for your research task:

**Sad   Angry   Agitated   Nervous   Scared**

### Part 2: Research

Once you have chosen the emotion you must research and answer the following questions:

1. What is the emotion? Elaborate on the meaning of the emotion.
2. What are the synonyms that connect to the emotion?
3. What is interoception? How does interoception help us to understand our emotions?
4. What are the body's physical reaction to the emotion? **Example: Angry the body can become overheated and heart rate increases.**
5. What is a mindful activity that can help lower the emotional and physical response to this emotion? Include photo evidence of how this activity can be completed. **Example: Anxious emotion, one can complete a sensory task.**

### Don't forget!

Don't forget to include a bibliography and to also draft your work for spelling and grammar corrections!

\*\*\*\*\*Make your poster engaging to ensure students will read and use your strategies for your chosen emotion\*\*\*\*\*



# Interoception Unit Plan

## Week 2/3: Summative Task Rubric

<b>A Excellent</b>	<b>B Good</b>	<b>C Satisfactory</b>	<b>D Some understanding</b>	<b>E Unsatisfactory</b>
An excellent understanding of specific emotion along with the body's physical response to this emotion giving a clear and concise example.	A good understanding of specific emotion along with the body's physical response to this emotion giving a clear example.	A satisfactory understanding of specific emotion along with the body's physical response to this emotion giving an example.	Some understanding of the specific emotion. Examples are given with little depth.	Unsatisfactory understanding of specific emotion along with the body's physical response to this emotion with little to no examples given.
Excellent use of reliable online resources ensuring language and information has been collated correctly into own words. Detailed bibliography completed.	Good use of mostly reliable online resources ensuring language and information has been collated into own words. Bibliography completed.	Satisfactory use of online resources. Most language and information has been collated into own words. Bibliography completed.	Some use of online resources. Little language and information has been collated correctly into own words. Partial bibliography completed.	Little use of reliable online resources. Language and information has not been collated correctly into own words. No bibliography completed.
Extends their clear understanding of the importance of self-regulation and gives detailed strategies that can be used to respond positively to specific emotion.	Has clear understanding of the importance of self-regulation and strategies that can be used to respond positively to specific emotion.	Has a satisfactory understanding of the importance of self-regulation and includes a strategy to respond positively to specific emotion.	Some understanding of the importance of self-regulation. Superficial / incomplete strategy that can be used to respond positively to specific emotion.	Unsatisfactory understanding of the importance of self-regulation. No strategy given to respond positively to specific emotion.
Uses clear and concise language throughout assessment including correct grammar, punctuation and spelling.	Uses mostly clear and concise language throughout assessment including correct grammar, punctuation and spelling.	Uses some clear and concise language throughout assessment including correct grammar, punctuation and spelling.	Needs improvement in their language throughout assessment including correct grammar, punctuation and spelling.	Uses little clear and concise language throughout assessment including correct grammar, punctuation and spelling.

# Interception Unit Plan

## Week 4: Ted ED Video

Ted ED Video and Comprehension:

<https://ed.ted.com/lessons/targetText=When%20you%20eat%20something%20loaded,and%20leaves%20you%20craving%20more>.



# Interoception Unit Plan

## Week 5: Sugar and your Emotions

Subject: Food & Technology	Topic: Sugar and your Emotions
Name:	Due Date

### Purpose:

The purpose of this task is to research the affect sugar has on our body and our emotions. Students will need to create a persuasive advertisement for teens. This advertisement must include the negative response our body has to sugar and healthier alternatives to eat instead of high-sugar content foods.

**Format: A3 Advertisement**

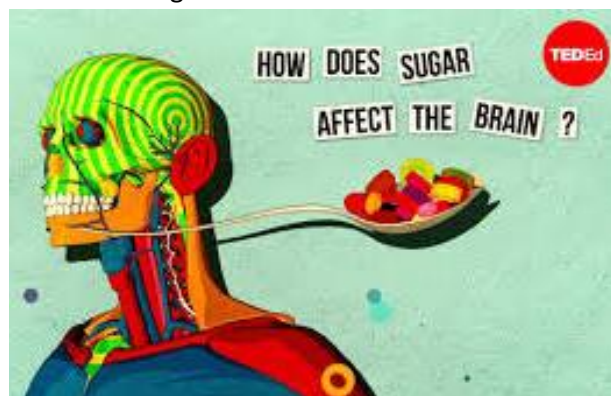
**Word Count: 400**

This assignment will be completed as an A3 Advertisement using ICT (Word/Power Point/Publisher/Canva) or, hand written.

### Part 1: Research

You will firstly need to answer the following information for your advertisement to inform teens of the negatives of sugar on their emotional and physical health.

1. What is sugar? What types of foods contain sugar?
2. What does hidden sugar mean? Give advice on how teens can check for sugar content in their foods **(nutritional label and how to read it).**
3. Give an example of a food or drink with hidden sugar. **Include label and amount (grams) of hidden sugar.**
4. How does the brain react to sugar? Discuss the 'sugar high' and the low after consuming sugar.
5. Discuss emotional state if too much sugar is consumed. **Example; silly, agitated, memory loss, low concentration.**
6. Discuss the physical effects sugar has on the body.
7. List types of food and dishes that are high in nutrition but low in sugar that students would like. **Examples; smoothie bowls, fruit salads, home-made burgers, fresh juices.**



*This is an advert to promote healthy eating and make teens aware of sugar and its effect on the body. Ensure you have a catchy slogan, images, and language targeted at teenage audience.*

### Don't forget!

\*\*\*Use reference to information you have used through the term including, **That Sugar Film** and **Ted Ed Sugar and the Brain**\*\*\*\*

Don't forget to include a **bibliography** and to also draft your work for **spelling and grammar** corrections!





# Interception Unit Plan

## Week 5: Summative Task Rubric

A Excellent	B Good	C Satisfactory	D Some understanding	E Unsatisfactory
An excellent understanding of the body's physical and emotional response to sugar. Student has given clear evidence of sugars effects and appropriate food alternatives for teens.	A good understanding of the body's physical and emotional response to sugar. Students have given evidence of sugars effects and appropriate food alternatives for teens.	A satisfactory understanding of the body's physical and emotional response to sugar. Students have given some evidence of sugars effects and alternative food for teens.	Some understanding of the body's physical and emotional response to sugar. Students have given little evidence of sugars effects and appropriate food alternatives for teens.	Unsatisfactory understanding of the body's physical and emotional response to sugar. Student has given no evidence of sugars effects and appropriate food alternatives for teens.
Excellent use of reliable online resources ensuring language and information has been collated correctly into own words. Detailed bibliography completed.	Good use of mostly reliable online resources ensuring language and information has been collated into own words. Bibliography completed.	Satisfactory use of online resources. Most language and information has been collated into own words. Bibliography completed.	Some use of online resources. Little language and information has been collated correctly into own words. Partial bibliography completed.	Little use of reliable online resources. Language and information has not been collated correctly into own words. No bibliography completed.
Extends their knowledge of the importance of a balanced diet and the hidden sugars found in food and drinks. Has a clear understanding of how to correctly read and explain a nutritional label to others.	Has good knowledge of the importance of a balanced diet and the hidden sugars found in food and drinks. Has good understanding of how to read and explain a nutritional label to others.	Has satisfactory knowledge of the importance of a balanced diet and the hidden sugars found in food and drinks. Has a found understanding of how to read and explain a nutritional label to others.	Has some understanding of the importance of a balanced diet and the hidden sugars found in food and drinks. Has little understanding of how to read a nutritional label.	Has no understanding of the importance of a balanced diet and the hidden sugars found in food and drinks. Has partial understanding of how to read and use a nutritional label.
Uses clear and concise language throughout assessment including correct grammar, punctuation and spelling. Evidence of persuasive language used correctly and to the targeted audience.	Uses mostly clear and concise language throughout assessment including correct grammar, punctuation and spelling. Evidence of persuasive language used connected to the targeted audience.	Uses some clear and concise language throughout assessment including correct grammar, punctuation and spelling. Evidence of some persuasive language used.	Needs improvement in their language throughout assessment including correct grammar, punctuation and spelling. Little evidence of persuasive language used.	Uses little clear and concise language throughout assessment including correct grammar, punctuation and spelling. Evidence of persuasive language used correctly and to the targeted audience.



# Interoception Unit Plan

## My Food - Emotions + Body Signals Diary

Day	Hunger out of 1/10	Situation	Body Signals/Feelings	Food	Hunger out of 1/10	Body Signals/Feelings
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						



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