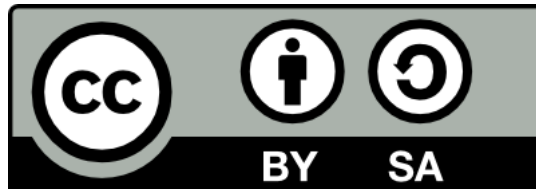


# Interception 301

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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 101](#) which is located on the Department for Education's website.

The 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.

## 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 the act of interoception - 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

### 3. 301 Advice

**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 on the weekend?

*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 to reset your calm?
- Would you like to use an interoception activity to interrupt your train of thought?
- Would you like to listen to some music 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”
- 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 there is nothing to be learned until the child / student is 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





# Interoception 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?*



# Interoception activity

## 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 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 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 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 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 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 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 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 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 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 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 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 activity

## Tricep 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 tricep muscles.

*What could you notice about your tricep muscles?*



# Interoception 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 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 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 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 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 activity

## 8-4-7 breathing

Find a comfortable position.

Exhale deeply through the mouth for 8 seconds.

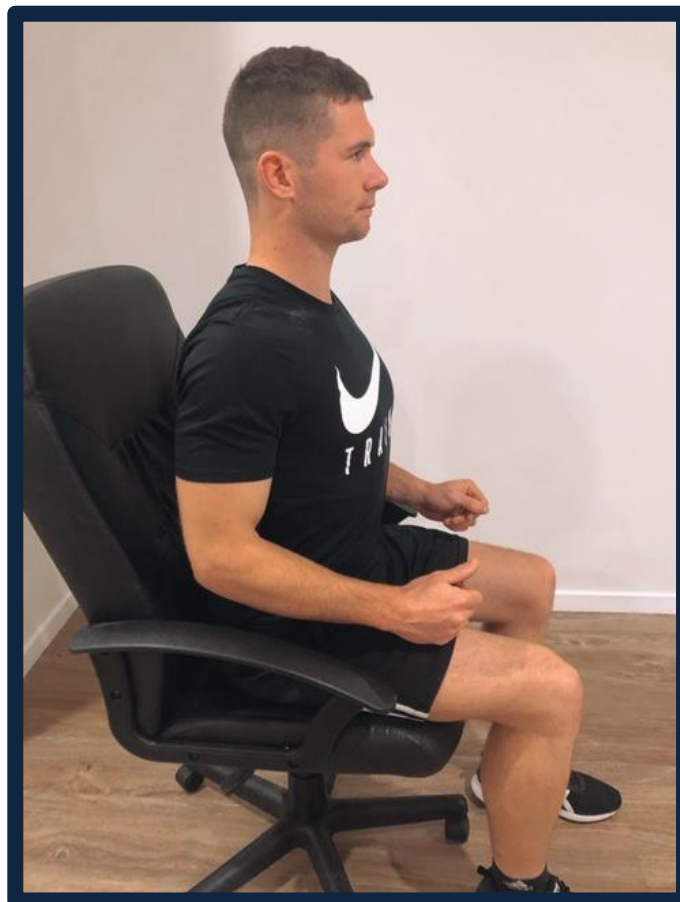
Inhale through the nose for 4 seconds.

Hold breath in for 7 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.

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



# Interoception 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 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 activity

## Feet Squish

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?*





# Interoception Resources

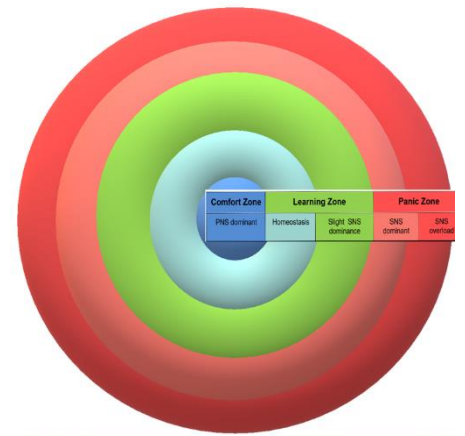


## Heart rate interoception activities

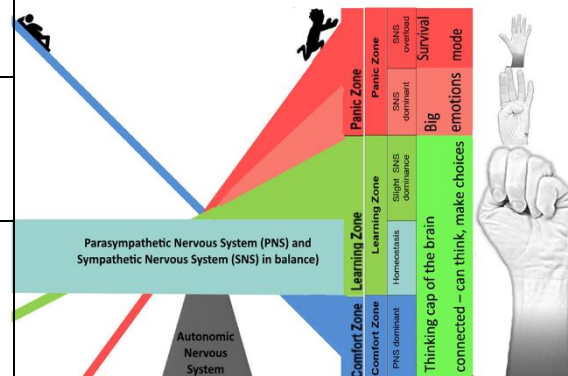
These activities can either be completed using a smart watch, pulse oximeter or by manually taking your pulse. For manual readings you will require a watch or timer or a phone to use as a timer. Some phones can also record your pulse.



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



My heart rate/pulse



# Interoception Resources



## Heart rate interoception 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 not only lower your heart rate but change the feeling of your pulse in your wrist? YES/NO/MAYBE/SOMETIMES

What interoception activities did you do?

How did it change?

Is this different if you do a different interoception activity?



# Interoception Resources

## 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 light blue sticky notes with a folded bottom-right corner, arranged horizontally. They are 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 light green sticky notes with a folded bottom-right corner, arranged horizontally. They are 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 a folded bottom-right corner, arranged horizontally. They are intended for students to write their responses to the question above.

# Autonomic Nervous System activities



## Respiration rate (rate of breathing)

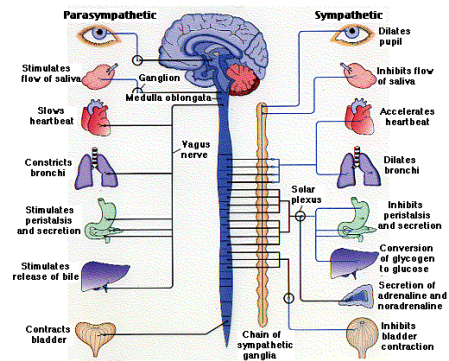


Your respiration rate is the number of breaths you take per minute. rate is usually measured when sitting down or lying at rest by counting how many times the chest rises, as it rises with each intake of breath, and falls with each exhalation. Respiration rates may increase fever, illness, and other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

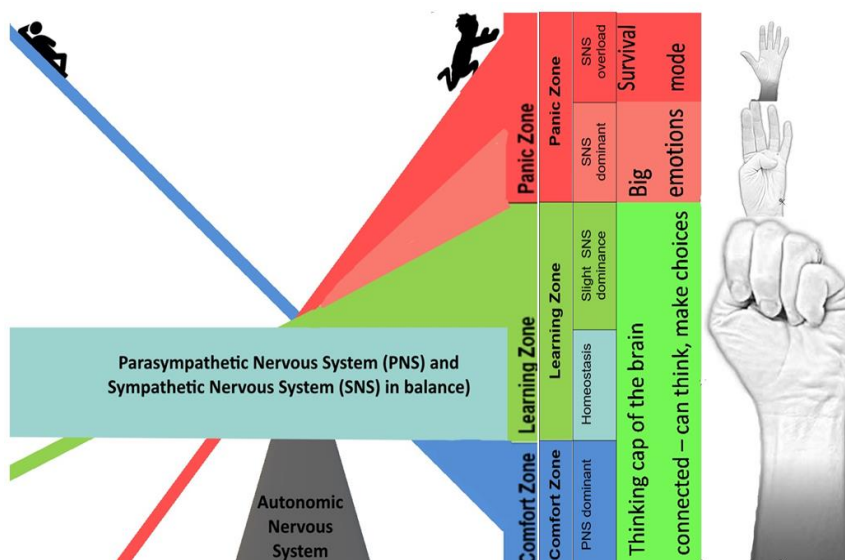
- ✓ birth to 1 year: 30 to 60
- ✓ 1 to 3 years: 24 to 40
- ✓ 3 to 6 years: 22 to 34
- ✓ 6 to 12 years: 18 to 30
- ✓ 12 to 18 years: 12 to 16

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



The  
of  
with



My respiration rate

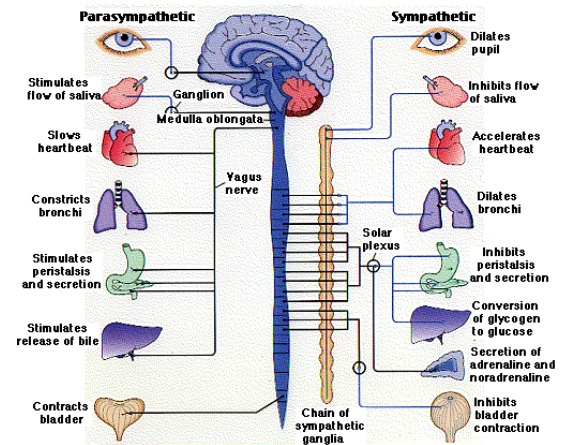
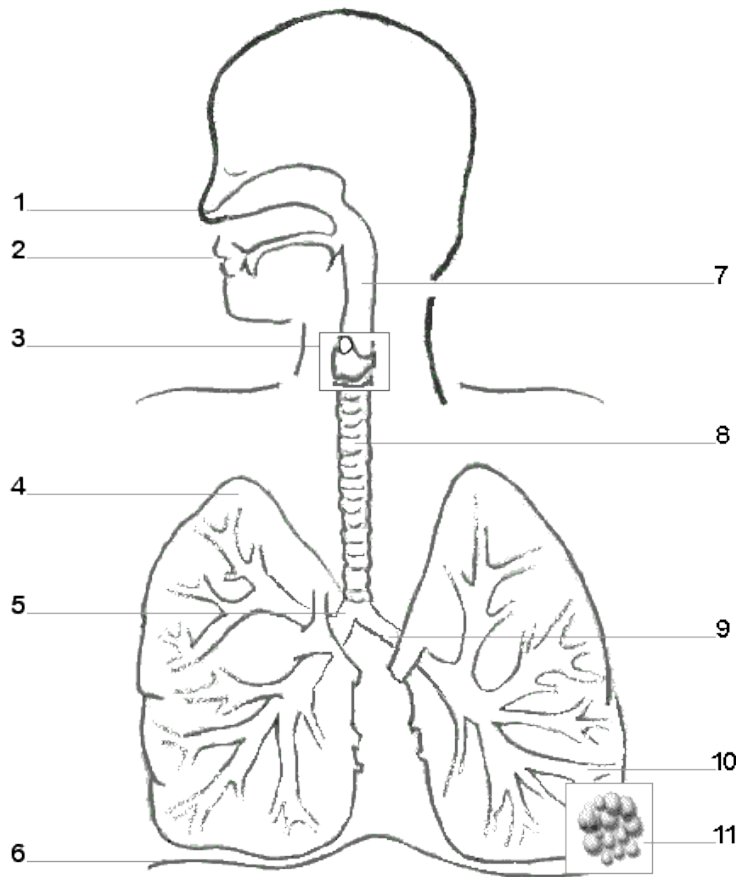
# Autonomic Nervous System activities



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?



# Interoception Resources

## 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
- 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 system
- Personal best tracking record – creating a maths data graph
- Before oral presentations: Explicitly teach body language – e.g Power Pose

### 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

### Visual Arts/Dance

- Flexibility program – incorporate personal best tracking record
- PD about public speaking – PVLEGS – Poise, Voice, Life, Eye contact, Gestures, Speed
- Performance – starting pose, ending pose – all sits in Poise
- Learning intentions – start of every lesson – not just dance – explicitly sharing the wh



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

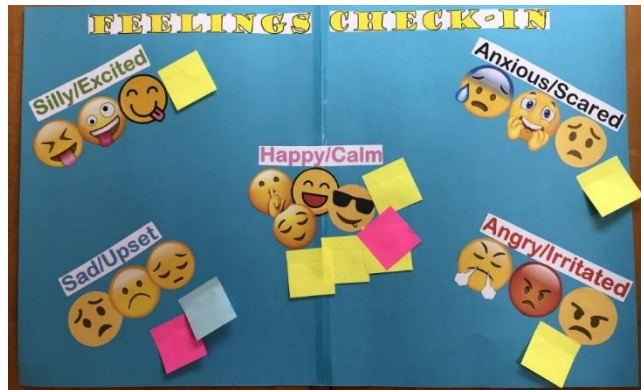


	<p><b>Tasks:</b> Feelings check in (Beginning of every lesson) Sad – Mindfulness activity (See Resources) End of every lesson.</p>
<p><b>Week 4</b></p> <p><b>Introduction to sugar and how it affects the brain</b></p>	<p><b>Resource:</b> Formative task: Ted Ed Video Comprehension</p> <p><b>Learning and 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

## 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 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 bod

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

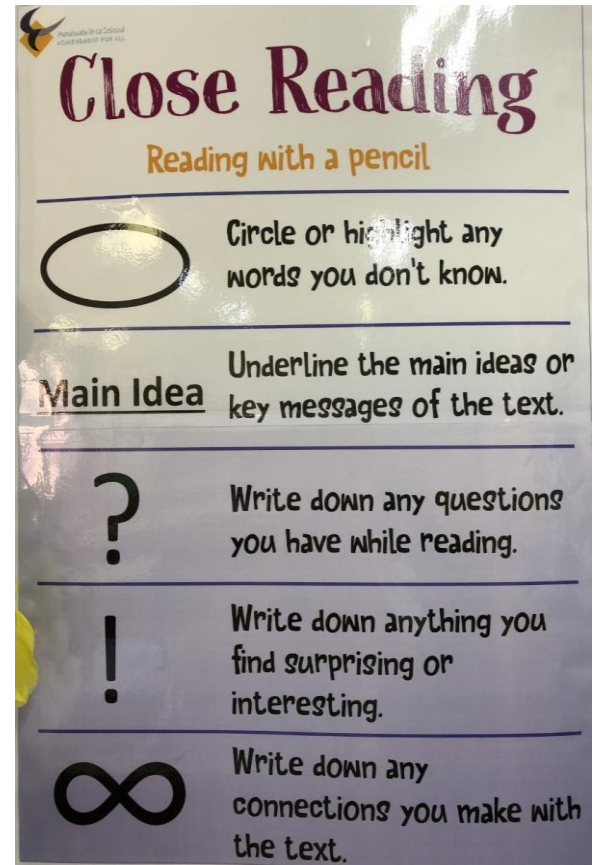
## Week 1: Comprehension Task:

### 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 muscles and joints, there are also receptors inside your organs, including your skin. These receptors send information about the inside of your body to your brain. This helps regulate our vital functions like body temperature, hunger, thirst, digestion and heart rate.

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 understand 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 bodies 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.**

### How do you feel when your angry?



Some times people feel angry.

When you feel angry your face may turn red and feel hot, your body might get very tense, you might want to shake your fist in the air or yell at someone.

When your angry you might put your teeth together really tight and your eyebrows might go down really low. You also might cross your arms.

### 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 bodies physical response to this emotion giving a clear and concise example.	A good understanding of specific emotion along with the bodies physical response to this emotion giving a clear example.	A satisfactory understanding of specific emotion along with the bodies 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 bodies 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

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

### 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!



# Interoception Unit Plan

## Week 5: Summative Task Rubric

A Excellent	B Good	C Satisfactory	D Some understanding	E Unsatisfactory
An excellent understanding of the bodies 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 bodies physical and emotional response to sugar. Students have given evidence of sugars effects and appropriate food alternatives for teens.	A satisfactory understanding of the bodies physical and emotional response to sugar. Students have given some evidence of sugars effects and alternative food for teens.	Some understanding of the bodies physical and emotional response to sugar. Students have given little evidence of sugars effects and appropriate food alternatives for teens.	Unsatisfactory understanding of the bodies 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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