





1. Australian curriculum

1.1 Learning area | English

Learning area | English (vocab, positional language, attaching meaning to words, language, handwriting)

Year level	Strand	Sub-strand & Thread	Elaboration (interoception)
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 ie <i>“stretch your fingers out and feel the muscles in your hand tense, now relax your fingers”</i> – webbing, joints, palm, wrist
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 and where is it becoming tired?, focus the exercises on those parts of the hand to increase awareness and reduce hand fatigue
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 <i>“he felt his stomach begin to swirl around in circles like ripples on a lake, and he knew his anxiety was beginning to build”</i>
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. Students can create a fun presentation on interoception activities/wee/poo charts to deliver to peers or a younger audience

1.2 Learning area | Mathematics

Learning area | Mathematics (position/movement, time, data collection, graphing, data analysis, number, counting)

Year level	Strand	Sub-strand & Thread	Elaboration (interception)
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 <i>How many students had a heart rate above 90 after a run around the oval?</i>
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

1.3 Learning area | Science

Learning area Science (how body works, nervous system, healthy body, digestive system, Biology, neuroscience)			
Year level	Strand	Sub-strand & Thread	Elaboration (interoception)
Foundation	Science Understanding	Biological sciences Living things have basic needs, including food and water (ACSSU02)	Identifying the needs of humans such as warmth, food and water, using students' own experiences Introduce the 'poo' and 'wee' charts and discuss how the human body needs different nutrients and water to keep it healthy and working effectively
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 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
Year 6	Science inquiry skills	Communicating Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-model texts (AC SIS110)	Discussing the best way to communicate science ideas and what should be considered when planning a text <i>How would you communicate the effect of what you eat and drink on your body to a younger audience?</i>
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.deifi30.7 (h)4.45.3 (f)4.4 (e)15.9 (,)22.2 ((il13.6 (nn)9 (t)4.4 ((S)2.113.6 (7 (t) (udi)13.63ga)21.5 (ni)p(d t)26.4 (3)302.2-y)9 (s.5 (



1.5 Learning area | The Arts

Learning area The Arts (breathing for music, drama, dance)			
Year level	Strand	Sub-strand & Thread	Elaboration (interoception)
Foundation – Year 2	Dance	<p>Understand how dance works</p> <p>Students develop body awareness and technical and expressive skills to communicate through movement confidently, creatively and intelligently.</p>	<p>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. What do our bodies feel like when we experience different emotions, tense our bodies up to feel scared, relax our bodies to feel happy.</p>
Year 3/4	Drama	<p>Understand how drama works</p> <p>Use voice, body, movement and language to sustain role and relationships and create dramatic action with sense of time and place (ACADRM032)</p>	<p>Experimenting with the loudness/softness, pace and pitch of their voices to create roles and situations, time and place. Practise using different voices, use an iPad app to record voice and change pitch, sound level, pace using the app.</p> <p>Varying facial expressions and movements to create roles and situations. Watch movies and discuss the facial expressions/body language of the characters. <i>What does it feel like when we move our faces and bodies that way?</i> Animated movies like Shrek make great examples.</p>
Year 5/6	Dance	<p>Understand how dance works</p> <p>Develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination (ACADAM010)</p>	<p>Rehearsing a combination of fundamental movements with or without accompaniment to refine technical and expressive skills, ie galloping, jumping, sliding, rolling, slithering, spinning, shrinking, exploding, and collapsing.</p> <p>Use animals as examples to move in different ways, focusing on different parts of the body. <i>When we slither like a snake does your whole body touch the floor?</i></p>
Year 9/10	Drama	<p>Understand how drama works</p> <p>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)</p>	<p>Adapting expressive voice and movement skills for performance of different forms and styles and to enhance actor-audience relationships.</p> <p>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.</p>



Element	Goals	Level	Interoception link
Self-management <i>(cont.)</i>	<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?
Social awareness	<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 experiences >>BDC /TT2 1 2 (s)9 (a)>>BDC /TT14.4 (h)e21.6 (og)21.5.3

Element	Goals	Level	Interoception link
Social management <i>(cont.)</i>	<i>Work collaboratively</i>	1b – share experiences of cooperation in play and group activities.	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.
	<i>Make decisions</i>	1b – identify options when making decisions to meet their needs and the needs of others.	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.
	<i>Negotiate and resolve conflict</i>	2 – practise solving interpersonal problems, recognising there are many ways to solve conflict.	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



Element	Goals	Level	Interoception link
Reasoning in decision making and actions <i>(cont.)</i>	<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).
Exploring values, rights and responsibilities	<i>Examine values</i>	1 – identify values that are impor	

3. Embedding interoception in classroom practices

Classroom activity	Interoception activity
Arrive at school	Student may go directly to the interoception room on arrival at school. Have activities on the classroom door so students can see them.
Line up before the bell goes	Hand stretch, foot stretch, breathing can all be done with no concrete materials needed. Have activity cards attached to the door handle or in a basket outside the door. Allocate a monitor who will lead the morning interoception activity while waiting for the teacher to open the classroom door. If the door is open already, have activities ready close to the door for each student to do before they begin unpacking their bag.

Group time on floor

Talk to students about the temperature outside today and what impact that might have on their body temperature. Explain what they might need to do to regulate their body temperature (i.e. notice when their face is becoming red or sweaty and take off their windcheater)

Take note of heart rates and record on a class or individual chart.

Breathing exercises lying down with a light beanbag or block on their chest. Volcano breathing exercise.

Classroom activity	Interoception activity
Lunch eating	Take note of heart rates and record on a class or individual chart. Five senses snack activity. Count how many times they chew their food, can they feel the muscles in their jaw or tongue working.
Lunch play	Have a basket of activity cards set up outside or spaces around the school for students to access readily. Set up activities like walking along a line bare-foot. Have keyrings with mini activity cards for all staff to carry on them or in yard duty bags.
After lunch	Relaxation – whole body activity
End of day pack up	Sit at desk for breathing exercise before pack up
Movement breaks	Temperature - rubbing hands activity Feeling – firm versus light touch activity Feeling – muscles, pushing against a wall activity
Homework	Put activities in class newsletters, encourage students to practice activities at home
Whole school	Assembly –classes can include an interoception activity each time they lead assembly. Include information and examples of interoception activities in the school newsletter. Invite volunteers into the school to create interoception resources.
Sharing	Staff folder on the school intranet with information, resources and ideas on interoception