

Interoception Activity Cards

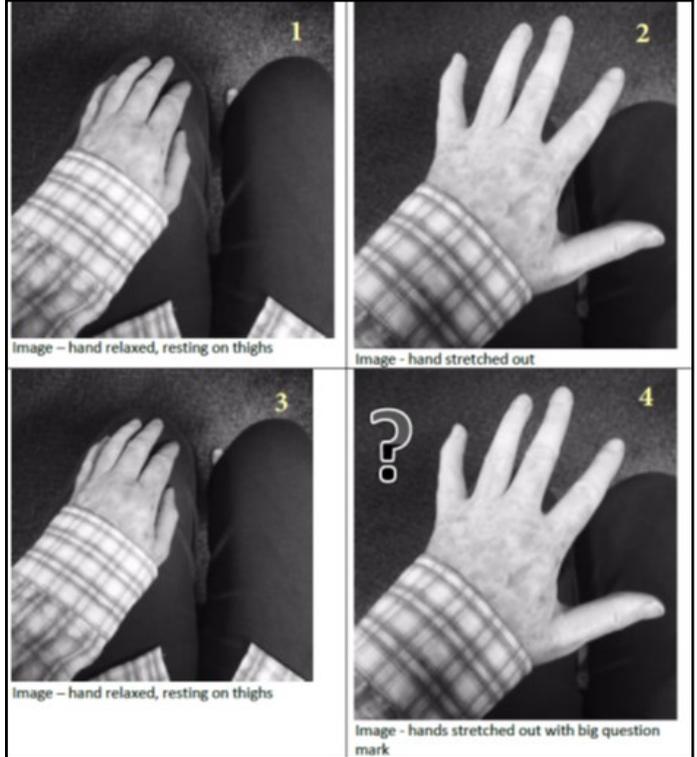


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1. Feeling-muscles (Hands)

1. Sit down, rest your hands on your thighs (demonstrate)
2. Stretch your fingers wide apart and hold them tense for 30 seconds
3. Rest them back again, now they are relaxed
4. Where did you feel your muscles when your hands were stretched?

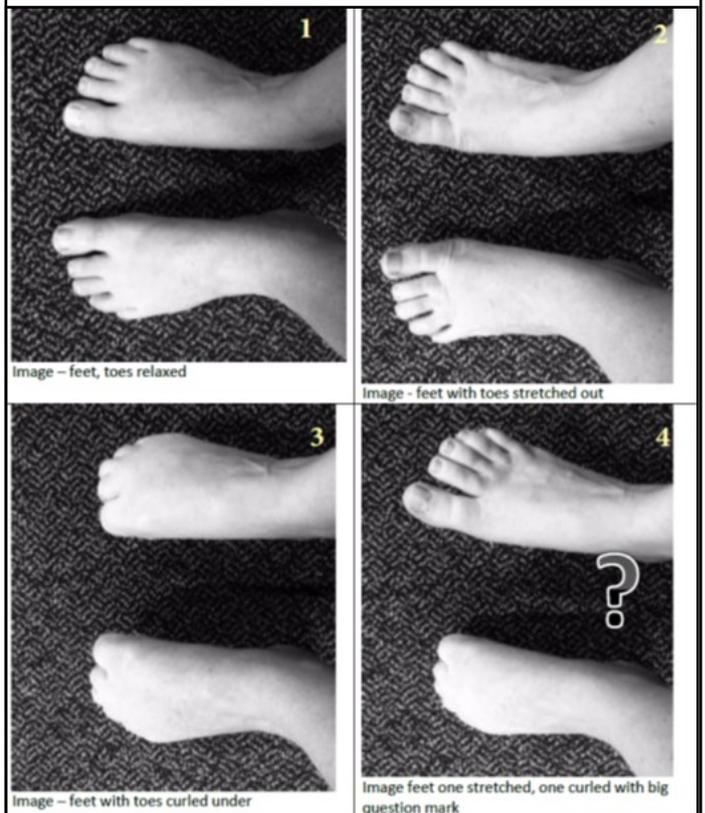
1. Feeling– Muscles (Hands)



2. Feeling-muscles (Feet)

1. Sit down, rest your feet flat on the floor (demonstrate)
2. Stretch your toes wide apart and hold them tense for 30 seconds
3. Curl your toes under and hold them curled for 30 seconds
4. Rest them back again, now they are relaxed
5. Where did you feel your muscles when your toes were stretched? and when they were curled?

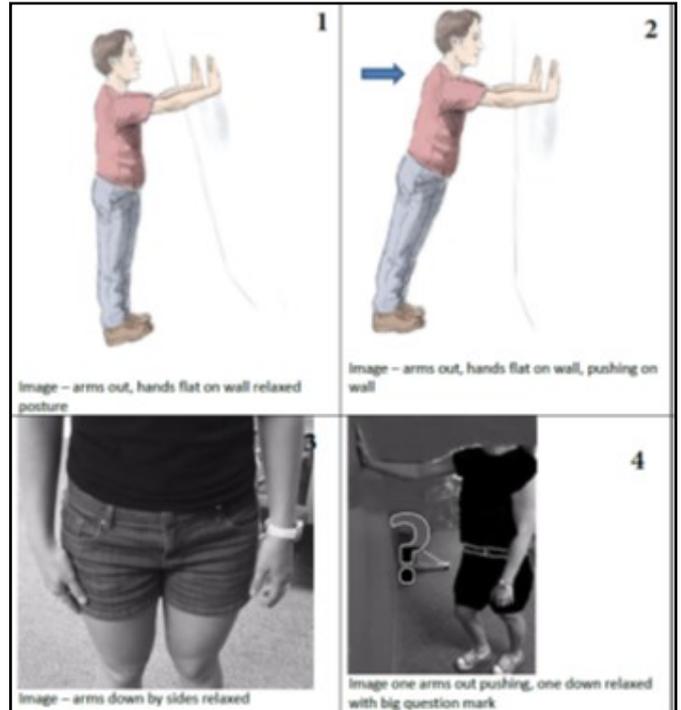
2. Feeling– Muscles (Feet)



3. Feeling-muscles (Arm)

1. Stand up, put your hands flat on the wall and hold them there (demonstrate)
2. Push the wall as hard as you can for 30 seconds
3. Stop pushing and relax your arms by your side
4. Where did you feel your muscles when you were pushing against the wall?

3. Feeling—Muscles (Arms)



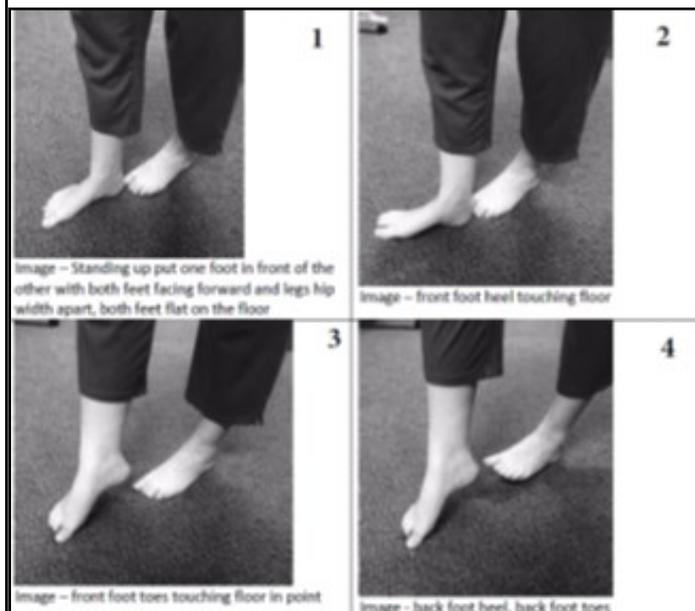
4. Feeling-muscles (Legs)

1. Stand up, put one foot in front of the other, with both feet facing forward, legs hip width apart and both feet flat on the floor (demonstrate)
2. Move the front foot so that only the heel is touching the floor. Where do you feel the muscle (stretching at the back of your calf)
3. Point your toes of the front foot so only the toes are touching the floor. Can you feel something in your foot as well as the leg?
4. Put both feet flat on the floor. Change the leg in front. Repeat heel (2) and toe (3) touch. How does it feel— same or different?
5. What about if you stretch the leg behind and do heel (2) and toe (3) touch? How does it feel—same or different?

Follow up activity- Can you point one toe and touch other heel to floor at the same time?

Can you move legs in other ways to feel other muscles in your legs

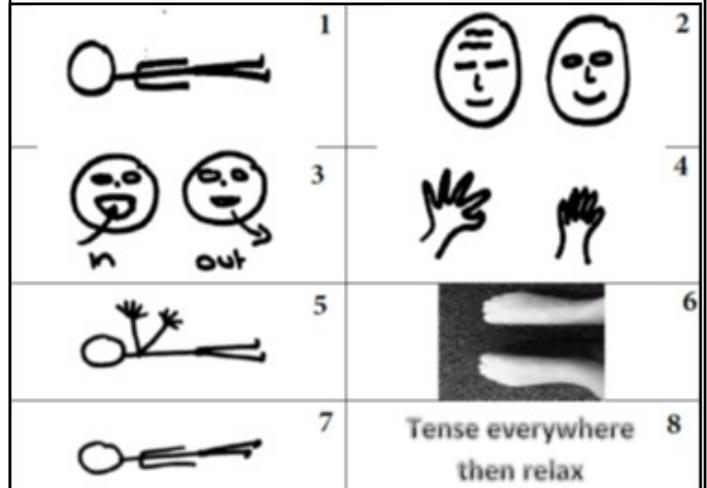
4. Feelings—Muscles (Legs)



5. Feeling-muscles (Whole Body)

1. Lie down on the floor. Arms relaxed by your side, close your eyes if you want to. Breathe slowly.
2. As you breathe in, scrunch your forehead and eyes. Relax them as you breathe out.
3. As you breathe in, open your mouth as wide as possible. Relax your mouth as you breathe out.
4. As you breathe in, stretch your fingers apart. Relax them as you breathe out.
5. As you breathe in, stretch your arms and fingers wide. Relax them as you breathe out.
6. As you breathe in, curl your toes. Relax as you breathe out.
7. As you breathe in, curl your toes and pull your feet towards your body. Relax them as you breathe out.
8. As you breathe in, tense your face, hands, arms, feet and legs. Relax as you breathe out.

5. Feeling- Muscles (Whole Body)



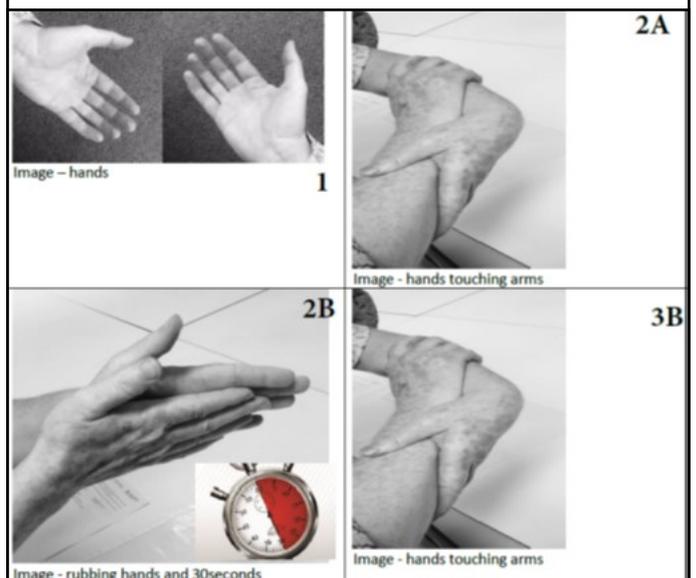
6. Feeling-Temperature 1

1. Stand still. Concentrate on your hands. Are they hot, cold, warm or cool?
2. A. Now touch your arms with your hands. Are they warmer or cooler than your hands?
B. Rub your hands really fast for 30 seconds. I will tell you when to stop.
3. A. Are your hands warmer or colder than before?
B. Touch your arms with your hands. Are your arms warmer or cooler than before?

Follow up Activity:

- *How can we cool down our hands when they are hot?*
- *What is the safe temperature for our body?*
- *How do humans warm up or cool down?*

6. Feeling- Temperature 1



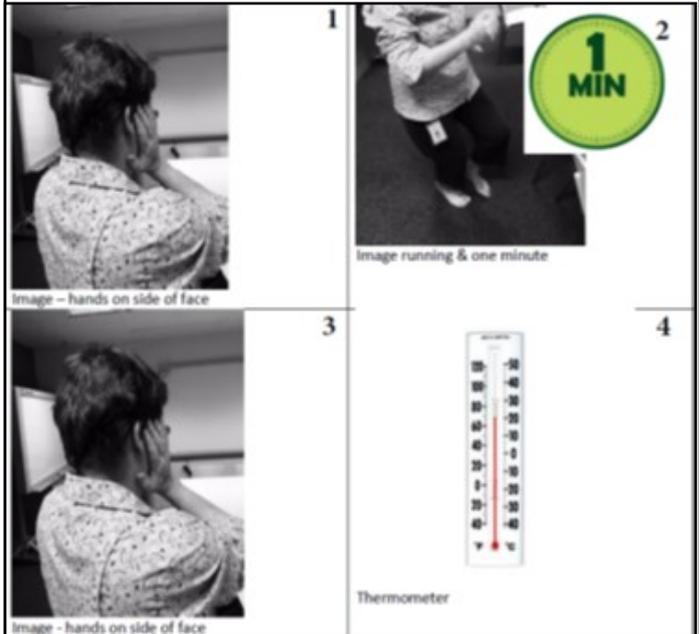
7. Feeling-Temperature 2

1. A. Stand still. Concentrate on your body. Is it hot, cold, warm or cool.
B. Touch your face with your hands. Is it warm or cool?
2. Run very fast on the spot for 1 minute. I will tell you when to stop.
3. Stop. Touch your face with your hands.
4. Is your face warmer or colder than before?

Follow up Activity:

- *How can we measure body temperature?*
- *Does your face get hotter or colder when you go outside?*

7. Feeling—Temperature 2



8. Feeling-Temperature 3

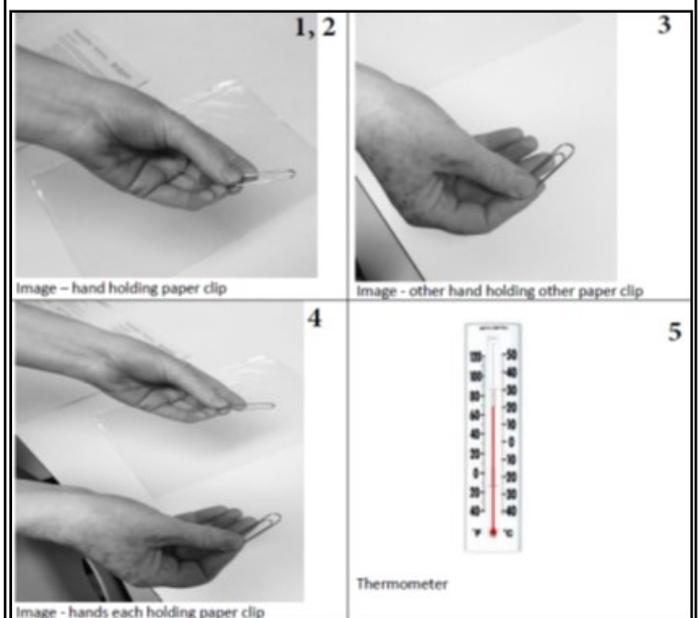
NB: this will need a box of paper clips. Half are kept in the freezer.

1. Give each student a paper clip (room temperature)
2. How does the clip feel? Hot, warm, cold or cool?
3. Put this clip down. Take one from the freezer box.
4. How does this clip feel? Hot, warm, cold, cool?
5. Now pick up the first clip with the same hand. Does it feel warmer or cooler than before?

Follow up Activity:

- *Will the cold clip feel less cold if you wear gloves?*
- *How does having cold fingers make your body feel?*

8. Feelings—Temperature 3



9. Feeling-Temperature 4

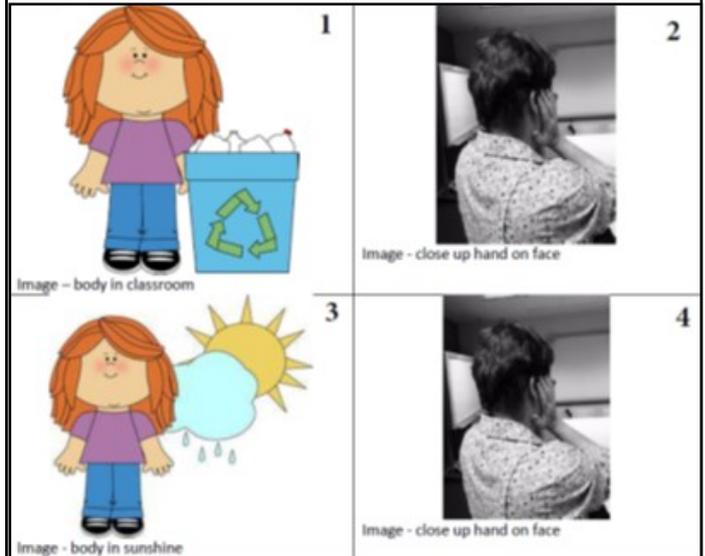
NB: can be when outdoor temperature is very different to indoors. (you can turn off aircon/heater instead)

1. Stand still. Feel the air on your skin. Is it hot, cold, warm or cool?
2. Try to feel your hands and face. Are they the same or different? Comfortable or uncomfortable?
3. Lets go outside for 5 minutes. (Or turn aircon off)
4. Stand still. Feel the air on your skin. Is hot, cold, warm or cool?
5. Try to feel your hands and face. Are they the same or different? Comfortable or uncomfortable? Which temperature do you prefer?

Follow up Activity:

- Why do we wear different clothes in summer, winter, or rain?
- Explore clothing and temperature across cultures.

9. Feeling– Temperature 4



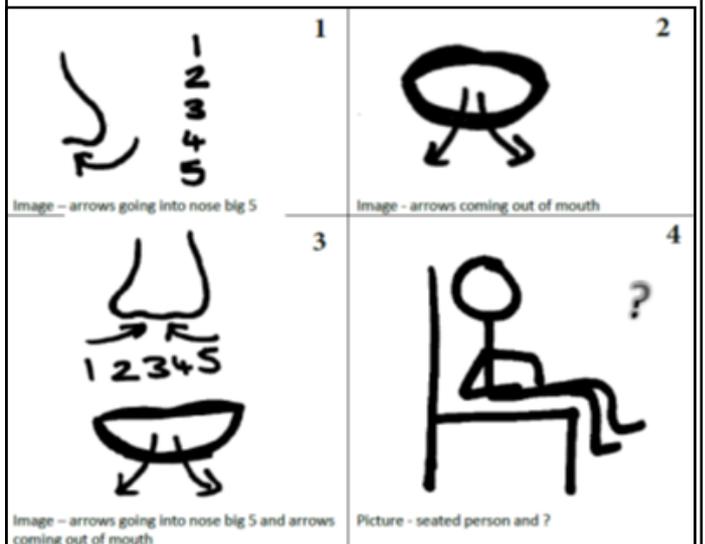
10. Feeling-Breathing 1

1. Sit comfortably. Close your eyes. Breathe in through your nose counting 1-5 in your mind (or teacher can count out loud)
2. Open your mouth. Breathe out through your mouth.
3. Close your mouth. Breathe in through your nose for the count 1-5. Open your mouth and breathe out. Repeat for 1 minute.
4. How do you feel? Which parts of your body moved when you breathed in? is it different when you breathe out?

Follow up Activity:

- Blow up balloons (Explain that inflate = inhaling, breathing in, deflate = exhaling or breathing out)
- What are we breathing? What is air? What is air made of? Why do we need it?
- Can you make breathing faster? Slower? How? What happens when you breathe fast? How does it make the rest of your body feel?

10. Feeling– Breathing 1



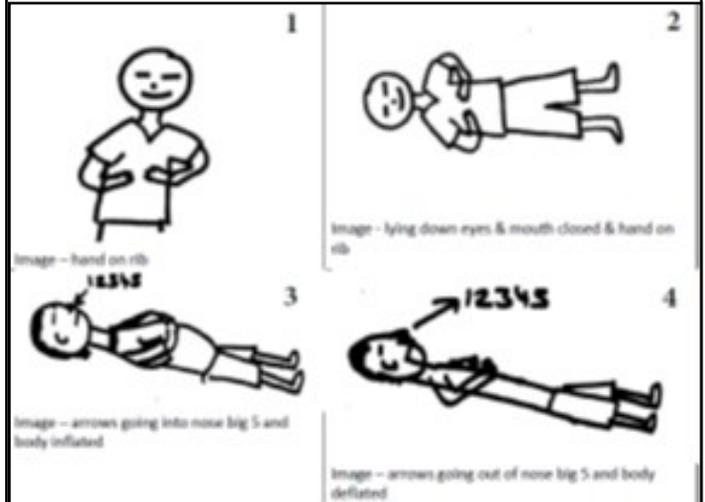
11. Feeling-Breathing 2

1. Place your hands below your ribs (demonstrate).
2. Lie down. Relax. Eyes and mouth closed.
3. Keep your hands light. Now breathe in through your nose slowly. Feel your hand rising.
4. Breathe out slowly through your nose. Feel your hand going back down.
5. Repeat breathing in and out slowly for 1 minute. Remove your hands. Can you still feel your body moving with your breath?

Follow up Activity:

- *Does your body rise and fall differently from when you breathe in through nose and breathe out through mouth?*
- *What do lungs do? Where are they?*
- *How can we keep lungs healthy?*

11. Feeling—Breathing 2



12. Feeling— Breathing 3

1. Sit comfortably. Close your mouth. Close your eyes.
2. We will breathe in and out through our nose slowly and quietly.
3. Focus on feeling the air entering when breathing in, and exiting your nostrils when breathing out. If you cannot feel it yet, just keep breathing.
4. When you start feeling the air going in and out of your nose, see how far into your nose or body you can feel it.
5. If you get distracted, just keep breathing in and out, slowly and quietly, feeling the air passing in and out of your body.

Follow up Activity:

Do this breathing exercise after recess and lunch for a week— does this help you to focus on your work?

12. Feelings—Breathing 3



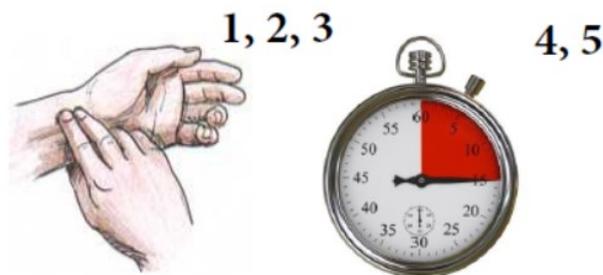
13. Feeling- Pulse 1

1. Your heart is a pump. It pumps blood around your body through arteries. Where the arteries are close to the surface, you can feel the blood pumping. This movement is called the **pulse**. You can feel your pulse at several places by gently touching it with your finger tips. You can also count the heart beats, how fast it is beating.
2. Easiest place to feel your pulse is on your wrist. Sit down and relax. Rest your hand in your lap palm facing up.
3. Move two fingers of other hand slowly from top of the thumb till you reach your wrist. Now slide your fingers onto the inside of the wrist, and gently feel your pulse.
4. When you find your pulse, count how many beats per **15 seconds**. Teacher will keep time.
5. Students who are able to, can times their count by **4**. This is their pulse **per minute**.

Follow up Activity:

How does your breathing change when you find your pulse?

13. Feeling- Pulse 1



14. Feeling- Pulse 2

1. Sit down. Rest your hand on your leg, palm up
2. Stroke two fingers of other hand down the thumb till you reach the wrist
3. Slide your fingers inside till you can feel your pulse
4. Count how many beats in 15 seconds
5. Times the count by 4, this is your pulse/minute
6. Jump up and down on the spot for 1 minute
7. Find and Count your pulse again. Is it higher or lower?

Follow up Activity:

- *When else does your pulse change?*
- *What happens when you jump or run for longer?*
- *What happens to your heart rate when you relax or lie down?*
- *What can you do to lower your pulse? Why would you want to?*
- *Does your breathing change when you run or jump?*
- *Does it change again when you stop running or jumping?*

14. Feeling- Pulse 2



15. Feeling-Firm vs Light Touch 1

1. Sit down . Rest two fingers on top of your leg.
2. What can you feel in your fingers and leg?
3. Push the two fingers hard into your leg.
4. Are the feelings in your fingers and leg different?

Follow up Activity:

- *What happens when you do this on your shin?*
- *Does this feel different on your arm to your leg?*

15. Feeling—Firm vs. Light Touch 1



16. Feeling-Firm vs Light Touch 2

1. Sit down. With one finger stroke your cheek.
2. Now stroke your back of your hand.
3. Was the feeling in your finger tip same or different?
4. Did each body part feel the same temperature?
5. Can you still feel anything in your body after these light touches?
6. Now drag your finger hard across your cheek and across back of your hand.
7. How did that feel?
8. Can you still feel anything in your body after these firm touches?

Follow up Activity:

- *What happens if you do this on the side of your leg?*
- *Does this feel different on your hand than your leg?*

17. Feelings– Hunger/ Fullness



1. Explain that we will explore what hungry feels like, what fullness feel like.
2. Use the body outline and the word bank.
3. Ask them to miss eating at recess. They can drink if they want.
4. Just before lunch, discuss with the group:
How does their body feel?
What feelings in which part of body tells them they are hungry?
5. Allow them to have lunch.
6. After lunch discuss with the group:
How does their body feel now?
What feelings , in what part of body signals their fullness ?

NB: Fits in well with studies around war, famine, nutrition, keeping ourselves safe

18. Feelings– Thirst/ Dehydration



1. Explain we will explore what thirsty and had enough to drink feels like.
2. Just before recess, do some vigorous exercise with the class. Ask students what they are feeling inside their bodies. What tells them they want to drink.
3. Allow them to drink. Ask them again, what they feel differently in their body. What tells them they had enough to drink.
4. Discuss how colour of urine changes with drinking water.
5. Discuss how drinking water (hydration) can improve focus, physical health of eyes and skin and reduces chances of headaches.

NB: Fits in well with studies of water cycle

19. Responses to Noise



Mindful listening activities–

1. Stop all activity. Focus on listening to something or someone.
2. Specific goal to listen for E.g. which instruments, natural sounds, created sounds, sound of water, rhyme and rhythm of poetry, number of words in a story, etc.

Follow up Questions–

3. How do different body parts FEEL or RESPOND to the different sounds
4. Help student to identify what sounds trigger off a reaction
5. Develop **individual strategies**–

Using headphones, moving away, physical placement in class in relation to noise, pre-warning of known trigger sounds, use a comforting activity to compensate E.g. use a fiddle toy to distract

20. Responses to Cold/ Heat



1. Discuss what did the body like while doing the Temperature activities
2. What do different body parts feel like– feet, legs, hands, arms, torso, face?
3. Are hands and feet cold? - wear shoes, sock, gloves.– Are they warm now?
4. Is torso hot or cold?- put on AC or fan, wear a jumper or put heater on
5. Does it feel better now?
6. Alternate seating with temperature sensitivity should be discussed.

NB: Teach younger students explicitly to wear appropriate clothing for weather

Use reminders for older students

Alternate strategies– E.g. indoor play, using wet flannels kept in the fridge to cool down

21. Feelings– Energy Level– Mind & Body 1



1. Introduce concept of energy levels through a simple quiz

No Yes
0 _____ 1 _____ 2 _____ 3 _____ 4 _____ 5
Low Energy Very Active

- Do you find it difficult to sit still at the desk?
 - Do you struggle to wait patiently for things?
 - Do you have difficulty sitting in vehicle for long trips?
 - Do you enjoy sports with lot of running around, E.g. soccer, basketball?
 - During every-day activities, E.g. brushing teeth and getting dressed, do you like to move around instead of standing in one place?
2. Ask student to choose a photo that looks like the inside of his brain. Discuss why they chose the one in particular– expression (communication) with awareness of self (interoception)
 3. Repeat 2 when they are energetic **and** tired.

22. Feelings– Energy Level– Mind & Body 2 ★

1. Provide students with body outline and the word bank first thing in the morning especially, cold, wet, dark morning in winter or after a long weekend.
2. Ask students to choose the words that best match how their body feels right now.
3. Repeat activity when students are energetic.
4. Ask them to compare and contrast.

23. Feelings– Angry 1 ★

NB: Start this activity ONLY when student is calm

1. Ask student to describe how their body feels when they are angry
2. They can choose a drawing/image/ completing their body outline with words from the bank

If student is becoming angry, say “I can see you are getting angry now. Can you explain how your body is letting you know you are angry?”

Feelings– Angry 2 Volcanic Breathing ★

Volcano in my tummy



When I am angry, it feels like a volcano in my tummy

When my volcano erupts, my arms and legs go every where. My voice gets really loud. It is very dangerous, like a real volcano.



Feelings– Angry 2 Volcanic Breathing ★

When I feel like I have a volcano in my tummy, I am going to try and breathe it out so the angry bits just go gently out of me.

