

Teacher's Guide: Interoceptive Awareness Activities for Key Stage 2



Learning Objectives

By the end of these activities, pupils will:

- Recognise and name internal body signals (e.g. hunger, thirst, tiredness, emotional cues).
- Understand how body signals relate to emotions and behaviour.
- Develop strategies for self-regulation and emotional awareness.

Curriculum Links

- **PSHE:** Health and wellbeing, emotional literacy
- **Science:** Human body, nervous system
- **PE:** Body awareness and movement
- **English:** Descriptive language, reflective writing

1. Body Signal Check-In (Daily Routine)

- **Time:** 5 minutes (morning or after lunch)
- **Instructions:**
 - Ask pupils to close their eyes and scan their body from head to toe.
 - Prompt with questions: “Is your heart beating fast or slow?”, “Are you warm or cold?”, “Do you feel full or hungry?”
- **Extension:** Pupils record their observations on a ‘daily check-in’ sheet.

2. Emotion–Body Map

- **Time:** 30 minutes
- **Materials:** Body outline worksheet, coloured pencils
- **Instructions:**
 - Discuss how emotions can be felt in the body (e.g. butterflies in the stomach, tight chest).
 - Pupils colour areas of the body where they feel different emotions. Encourage the students to notice how different people can experience emotions in different ways.
- **Follow-up:** Group discussion on how we respond to these signals.

3. Mindful Tasting Activity

- **Time:** 20 minutes
- **Materials:** A small portion of food which melts in the mouth, such as aero chocolate.
- **Considerations:** Make sure to check for allergies.
- **Instructions:**
 - Guide students to experience the food through each of their senses, paying attention to:
 - **Look:** Observe the colour, shape, and texture.
 - **Smell:** Inhale deeply and describe the scent.
 - **Touch:** Feel the texture with fingers or tongue.
 - **Listen:** Notice any sound it makes when bitten, chewed or when melting.
 - **Taste:** Place the food in the mouth but don't chew immediately. Let it sit on the tongue. Then chew slowly and notice the flavours and sensations.
 - **Discuss:** Encourage pupils to share their experiences using descriptive language. Ask:
 - "What did you notice in your body before and after tasting?"
 - "Did the food make you feel more awake, calm, or energised?"
 - "Were you hungry before? Are you still hungry now?"

4. Mindful Movement

- **Time:** 20 minutes
- **Activity:** Guide students through a range of physical activities including fast-paced movement such as star jumps and gentle stretching followed by class discussion.
- **Prompt:** "What did your body feel like before and after the movement?"

5. Scenario Role-Play

- **Time:** 30 minutes
- **Instructions:**
 - Present scenarios (e.g. "You're about to take a test", "You're left out at playtime").
 - Pupils act out how their body might feel and what they could do to self-regulate.
- **Discussion:** Link body signals to emotional responses and coping strategies.