

Grade 3: Healthy Mind & Emotions

Lesson 8: Standing Tall: Confidence & How You Hold Your Body

Objectives:

- ✓ Students will identify postures that can harm the body over time and learn tips on how to have the right posture when sitting, lying down, and standing.
- ✓ Students will act out how they feel in different situations to learn that posture expresses people's feelings and self-confidence.
- ✓ Students will learn about the natural curves of the back, which will enable them to make good decisions regarding good posture.
- ✓ Students will practice good posture, with the goal of ultimately being able to identify correct posture in themselves and others and ultimately be able to identify that in others as well as in themselves.

Materials:

- Posture pictures
- Paper and pencil
- Index Cards with everyday situations (**See Figure 1**)
- Magazines
- "Consequence Game" Cards (**See Figure 5**)
- Model of a human skeleton

Children's Literature:

- *Pete the Posture Parrot (Dinosaur Dreams)* by Marvin Arnsdorff
- *The New Rules of Posture: How to Sit, Stand, and Move in the Modern World* by Mary Bond

Activity Summary:

Students will explore the consequences of certain postures and how they affect both the emotions and the bones.

Background Information for the Teacher:

Students often are not aware how their general posture can signal self-confidence (or a lack thereof), interest/disinterest, and comfort/distress. Helping them identify the ways they sit or stand that carry a message can offer a beginning to improving both **posture** and **attitude**.

You may need to exaggerate and dramatize a bit to help students really see how various postures appear to others (especially adults). However, be aware that students who come from different cultures may have different associations with

certain postures. For example, we often think that downcast eyes mean a lack of confidence, when in some cultures it is a sign of respect. Also, in some cultures children never look adults straight in the eye. It is considered defiant. If you have students from other cultures, be sure to engage them in a dialog of what certain postures mean to them and to their parents.

Children are also not aware of the potential long-term effects of things like slumping in front of the television or a computer game. Children need to be stretching, standing, and moving as much as they are sitting. In our society, we sit far more than is healthy for the human body. Help students feel when they have been sitting too long and give them ways to stand and stretch that will help their bone strength, as well as their attention and focus.

Vocabulary:

Self-confidence

Posture

Engage (5-10 minutes):

- Play Charades. Write situations on an index card or print examples of situations. **(See Figure 1)** Pick a student to act out these situations for the class. Have students raise their hands when they know 1) what the person is feeling; and 2) what situation they are acting out.
- Make **emotion lists** on the board: Happy, Sad, etc., listing the physical characteristics of those emotions below.
- Play the game. After each example, ask:
“How could you tell they were happy?”
“How could you tell they were sad?”
- Role play the following postures and have students describe how they think you are feeling:
 - Someone who is slumped down in a chair with their head to one side (bored, tired, disinterested)
 - Someone who has their head down on the desk (tired, sad, upset)
 - Someone who is backing up or avoiding someone else’s gaze (shy, afraid, uncomfortable)
 - Someone who is sitting up straight and watching with attention (interested, attentive, engaged)

Explore (10 minutes):

1. Ask: ***“Do we tend to change our posture according to how we feel?”*** (Yes.) ***“How does our posture affect our bones?”*** (Allow students time to discuss and make predictions.)
2. Ask: ***“Which bones do you think are mainly involved in our posture?”*** (Again, allow students time to think and predict.)
3. Give each student a piece of paper and have them fold the paper in half. On the **left side** have the students write **“Prediction”** on top of the paper. On the **right side** have the students write **“My Back”** at the top of the paper.
4. Have students **predict** what their spine looks like. Is it in a straight line? Is it curvy? Have the students draw what they think their spine looks like on the “prediction” side.
5. Explain that the one part of our body mainly affected by how we sit, stand, and sleep is the **spine**. Demonstrate to the students that the spine starts at the base of the head and goes all the way down to the bottom of the back. (Use yourself, a student volunteer or a model of a skeleton to illustrate.)
6. Now flip to the right half of the paper and show the students a picture of a person standing correctly. **(See Figure 2)** Put the picture on the overhead projector. Now draw a picture of how you think the spine looks. Ask/Think about: Are there curves? Is it a straight line? Next, show them the natural curves of the back, either with the model of a skeleton or with an illustration. **(See Figure 3)** Draw the curves on the board. Discuss. **Save the student papers for later.**

Explain (15 minutes):

Say: ***“We saw that there are natural curves in our back. To prevent pain we need to keep our back in its natural position with those natural curves.”***

Ask five students to demonstrate for the class how they sit when they are doing the following:

Watching TV
Playing a computer game
Watching a live sporting event
Studying
Reading a book

After each example, ask the rest of the students to put their bodies in that same posture. Then have students reflect on how that posture makes their body feel.

Also have them notice how their spine, shoulders, and neck feel in certain postures. Point out that our bodies need to stretch and move around in order for our bones to grow straight. Too many hours of sitting in a certain position, even if you're interested in what you're doing, is hard on your skeleton.

Explain: ***“Posture is just as important as exercise and healthy eating. It keeps all of your bones in line. When everything is in alignment and working properly, you will have more energy and won't get as tired as quickly.”***

Emphasize: ***“SLOUCHING in your chair is NOT GOOD. When you slouch your shoulder, neck, and back can all begin to ache. Even though you may not be aware of it, your posture conveys to others how you are feeling and how much confidence you have. Be sure to hold your head high. Think about looking tall and straight. Try to visualize a string attached to your head that pulls it upward. When you hold your head up you are more likely to be relaxed and calm.”***

Proper Posture Tips: Create a **PROPER POSTURE POSTER** and display it in your classroom. Include the following tips:

- **Standing:** Your ears, shoulders, hips, knees, and ankles should create one straight line.
- **Sitting:** Keep your knees at hip level and sit as far back against the back of the chair as possible.
- **Sleeping:** Sleep on a firm mattress on your side or back. **Don't** sleep on your stomach.

Display pictures demonstrating the correct posture for each position listed above. **(See Figure 4)** With a partner, have students practice proper posture and do a “Posture Check.” (One person practices while the other partner checks for correctness.) Have partners switch roles and repeat for each posture listed: (standing, sitting, and sleeping.)

Review by asking: ***“Why is it important to follow these posture tips?”***

Expand (15-20 minutes):

1. Hand out magazines.
2. Have students find two pictures to cut out: one of someone who has GOOD posture and one of someone who has BAD posture. Instruct them to write a sentence about **each** person, in which they try to determine whether the posture shown is good or bad, and explaining WHY they think so, referring to the “Proper Posture Tips.” Finally, have them write one sentence indicating how the person is feeling *based on their posture*.

Evaluation:

Collect the activity from the “Extend” part of the lesson.

Take out the pictures from the “Explore” section of the lesson and have students flip their papers over. Then have them draw a side sketch of themselves, drawing their spine (with the proper curves) into the picture.

Optional Enrichment Activity:

“Choose Your Consequences” Game
(See Figure 5)

Have students play the game using the questions about **self esteem**. If you wish, after one or two rounds of playing with the self esteem questions, you may wish to add them to the **nutrition, exercise, and safety** questions, making a larger deck of questions. (Or, if this is the first time students have played the game, add questions as they complete the other lessons in the unit.)

Optional Enrichment Activity: Have students make a card, drawing a picture of themselves standing erect on the front. (Preferably a side view with the spine drawn in.) Write on the inside:

“Today I feel good! I am standing tall because you...”

(Let students finish the message themselves. Examples might include ***“...washed my clothes/helped me with my homework/sat by me at lunch/smiled at me in the hall,*** ect.” Have the students give their card to someone. Talk about how giving that card to someone will probably make **them** stand tall because they will feel better about themselves.

Standards:**Health Frameworks****I. Functions of Interrelationships of Systems****A. Body Systems**

What all students should know:

2. Daily activities can affect Body System functioning.

What all students should be able to do:

- a. Evaluate how certain behaviors influence Body System functions in order to determine a cause and effect relationship.

IV. Efficiency of Human Movement and Performance**D. Principles of Human Movement**

What all students should know:

5. The musculature involved in correct posture must be balanced to hold the bones and joints properly in place.

What all student should be able to do:

- a. Demonstrate correct posture when standing, walking, sitting and lying down.

Figure 1

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| <p>You just received an “F” on your spelling test.</p> | <p>You just won a coloring contest!!!</p> |
| <p>You got a puppy for your birthday.</p> | <p>You were invited to a party.</p> |
| <p>Your friend couldn't come over to play baseball.</p> | <p>You went shopping with your friends.</p> |
| <p>You fell and broke your leg.</p> | <p>You touched the stove and burned your hand.</p> |
| <p>Your bike was stolen.</p> | <p>You went on a trip to Alaska.</p> |
| <p>You have a big test in school.</p> | <p>You got ice cream after school.</p> |

Figure 2



Figure 3

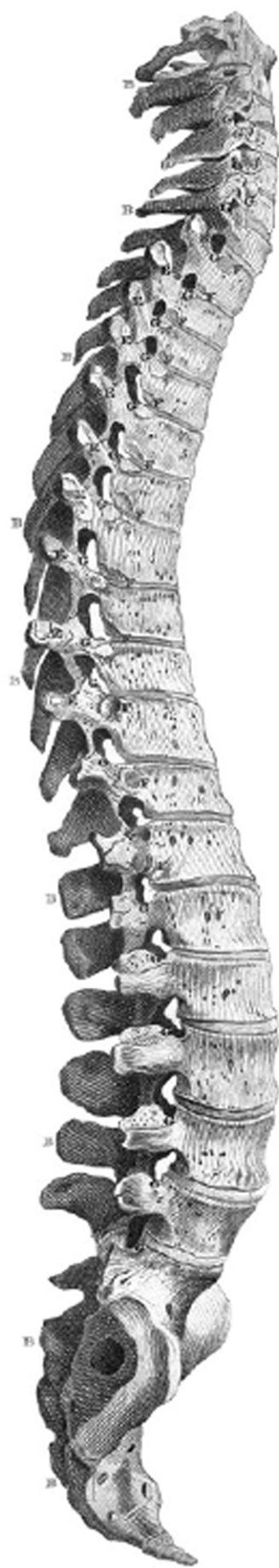


Figure 4



Figure 5

CHOOSE YOUR CONSEQUENCES

Nutrition:

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| <p>You want an afternoon snack that is good for your bones. You choose:</p> <ul style="list-style-type: none">a) a candy barb) a flavored drinkc) a piece of celery with cheese | <ul style="list-style-type: none">a) Candy is not good for your bones. Go back 2 squares.b) Flavored drinks are not good for your bones. Go back 2 squares.c) Cheese and celery is a great choice. Move forward 2 squares. |
| <p>For breakfast you want a balanced meal that is good for your bones. You choose whole wheat toast, peanut butter and a glass of</p> <ul style="list-style-type: none">a) grape juiceb) milkc) soda | <ul style="list-style-type: none">a) Grape juice is a good drink, but it isn't high in calcium for your bones. Stay where you are.b) Milk is high in calcium and a great choice. Go forward 3 squares.c) Soda is terrible for your bones. Go back 3 squares. |
| <p>For lunch you have a tuna sandwich and carrot sticks. You can buy one thing to go with it. You buy</p> <ul style="list-style-type: none">a) a cup of strawberry yogurtb) a piece of cakec) a bag of chips | <ul style="list-style-type: none">a) Good choice! Yogurt is high in calcium and good for your bones. Go forward 3 squares.b) Cake might taste good, but it isn't very good for you. Go back 2 squares.c) Chips might taste good, but they don't have anything good for your bones. Go back 2 squares. |
| <p>For dinner you have a chicken drumstick, ½ a potato, and some vegetables. What vegetable would be a good choice for calcium?</p> <ul style="list-style-type: none">a) spinachb) cornc) eggplant | <ul style="list-style-type: none">a) Correct! ½ cup cooked spinach has over 100 mg calcium. Go forward 1 square.b) Corn is a good vegetable, but it doesn't have as much calcium as spinach. Stay where you are.c) Eggplant is a good vegetable, but it doesn't have as much calcium as spinach. Stay where you are. |
| <p>You want a dessert that is good for your bones. What do you choose?</p> <ul style="list-style-type: none">a) a piece of apple pieb) a candy barc) a small dish of ice cream | <ul style="list-style-type: none">a) Apple pie tastes great but it doesn't have a lot of calcium. Stay where you are.b) Candy bars don't have much good nutrition. Go back 1 square.c) Ice cream is made from milk so it has calcium. Go forward 1 square. |

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| <p>You're at your friend's house after school and she offers you something to drink. You choose</p> <ul style="list-style-type: none"> a) a glass of milk b) a soda c) a flavored fruit drink | <ul style="list-style-type: none"> a) Milk has lots of calcium. Good choice! Move forward 3 squares. b) Soda has lots of sugar and carbonation that is not good for your bones. Move back 3 squares. c) Flavored fruit drinks have lots of sugar and not a lot of calcium. Move back 2 squares. |
| <p>You want to eat a breakfast that is good for your bones. You've chosen oatmeal and raisins. What should you have with it?</p> <ul style="list-style-type: none"> a) milk b) toast c) yogurt | <ul style="list-style-type: none"> a) Milk is a good choice. Move forward 3 squares. b) Toast is fine, but doesn't have much calcium. Stay where you are. c) Yogurt is a good choice. Move forward 3 squares. |
| <p>You want a snack that is high in both calcium and magnesium. What would you choose?</p> <ul style="list-style-type: none"> a) grapes b) an apple c) figs | <ul style="list-style-type: none"> a) Grapes are a good food, but not really high in calcium or magnesium. Stay where you are. b) Apples are good food, but not really high in calcium or magnesium. Stay where you are. c) Figs are a great choice. They're high in both calcium and magnesium. Go forward 2 squares. |
| <p>You had a cheese sandwich with two slices of cheese, celery and carrot sticks, and an apple for lunch. Do you need more calcium at this meal?</p> <ul style="list-style-type: none"> a) Yes b) No | <ul style="list-style-type: none"> a) Two slices of cheese gives you a lot of calcium. You don't really need any more at this meal. Stay where you are. b) Correct! Two slices of cheese gives you a lot of calcium. You don't really need any more at this meal. Move forward 2 squares. |
| <p>You're having dinner at a friend's house. His mother made tofu and broccoli for dinner. How much calcium is in this meal?</p> <ul style="list-style-type: none"> a) None b) A little c) A lot | <ul style="list-style-type: none"> a) Think again. Both tofu and broccoli have calcium. Stay where you are. b) It has even more than that. Tofu and broccoli are both high in calcium. Stay where you are. c) You're right—there is almost as much calcium as a glass and a half of milk. Move forward 3 squares. |

Exercise:

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| <p>You're going out to recess with friends and you want to do something good for your bones. You decide to:</p> <ul style="list-style-type: none">a) run laps around the trackb) play on the swingsc) sit in the shade | <ul style="list-style-type: none">a) Good choice. Running is good for your bones and your heart. Move forward 3 squares.b) Playing on the swings is good fun but it doesn't help your bones. Stay where you are.c) Sitting is restful but not good exercise. Go back 1 square. |
| <p>After school you want to do something good for your bones. You decide to:</p> <ul style="list-style-type: none">a) arm wrestle a friendb) play a video gamec) play basketball | <ul style="list-style-type: none">a) Arm wrestling is a fun contest but doesn't help your bones. Go back one square.b) Playing video games doesn't help your bones. Go back 2 squares.c) Playing basketball is good exercise. Go forward 3 squares. |
| <p>It's time for recess. What do you choose that is good exercise and will build strong bones?</p> <ul style="list-style-type: none">a) playing kickballb) playing handballc) jumping rope | <ul style="list-style-type: none">a) Right—kickball is very good exercise and good for your bones! Go forward 3 squares.b) Right—handball is good exercise, especially when you run a lot. Go forward 2 squares.c) Right—jumping rope is great for your bones. Go forward 3 squares. |
| <p>After school you have some time to play. What can you do that's good for your bones?</p> <ul style="list-style-type: none">a) play jacksb) play catchc) run a relay | <ul style="list-style-type: none">a) Playing jacks doesn't give you much exercise. Move back 1 square.b) Playing catch can be good if you run a lot. Move forward 1 square.c) Running relays can be very good for your bones. Move forward 2 squares. |
| <p>You've finished your homework and want to do something that is good exercise for your bones. You choose to:</p> <ul style="list-style-type: none">a) play cardsb) do 50 push upsc) jump rope | <ul style="list-style-type: none">a) Playing cards might be good exercise for your mind, but not your body. Go back 1 square.b) Doing push ups is good for your bones. Go forward 2 squares.c) Jumping rope is great for your bones. Go forward 2 squares. |
| <p>You're helping with some chores. In order to help your bones also, you choose to:</p> <ul style="list-style-type: none">a) dust the furnitureb) bring in the groceriesc) mow the lawn | <ul style="list-style-type: none">a) Dusting the furniture is a helpful thing to do, but it doesn't help your bones much. Stay where you are.b) Bringing in the groceries is good exercise, especially if you are carrying heavy bags or going up and down stairs. Go forward 2 squares.c) Mowing the lawn is great exercise. Pushing the lawnmower really works your bones. Go forward 3 squares. |

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| <p>You're helping with some chores. In order to help your bones also, you choose to:</p> <ul style="list-style-type: none"> a) take the dog for a walk b) wash windows c) carry the heavy laundry basket upstairs | <ul style="list-style-type: none"> a) Taking the dog for a walk is good exercise, especially if you walk fast and you go for at least 20 minutes. Go forward 2 spaces. b) Washing windows is very helpful and can be some exercise. Go forward 1 space. c) Carrying the laundry upstairs can be very good exercise if the basket is heavy. Go forward 2 squares. |
| <p>You decide to do more weight-bearing exercise each day. You choose to:</p> <ul style="list-style-type: none"> a) climb stairs b) walk the dog c) play more video games | <ul style="list-style-type: none"> a) Climbing stairs is good weight bearing exercise. Go forward 2 squares. b) Walking the dog is good weight bearing exercise, especially if you walk fast and go for at least 20 minutes. Go forward 2 squares. c) Playing more video games does nothing for your bones. Go back 2 squares. |
| <p>You decide to do more weight-bearing exercise each day. You choose to:</p> <ul style="list-style-type: none"> a) watch more TV b) run laps around the yard c) do push ups | <ul style="list-style-type: none"> a) Watching more TV does nothing for your bones. Go back 3 squares. b) Running laps around the yard is good exercise. Go forward 2 squares. c) Doing push-ups is great weight-bearing exercise. Go forward 2 squares |
| <p>You've finished your homework and want to do something good for your bones. What do you choose?</p> <ul style="list-style-type: none"> a) watching TV b) eating dessert c) take out the trash | <ul style="list-style-type: none"> a) Watching TV does nothing for your bones. Go back 2 squares. b) Eating dessert doesn't do much for your bones unless it has a lot of calcium. Go back 2 squares. c) Taking out the trash could be very good for your bones if you lift and carry heavy objects. Go forward 2 squares. |

Safety:

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| <p>You are going skateboarding. What do you do to protect your bones?</p> <ul style="list-style-type: none">a) go slowlyb) go with a buddyc) wear a helmet, knee and elbow pads | <ul style="list-style-type: none">a) Going slowly doesn't work very well when you're skateboarding. Go back 1 square.b) Going with a buddy doesn't help protect your bones much. Go back 1 square.c) Wearing protective gear is the best idea. Go forward 3 squares. |
| <p>Your friend meets you to go skateboarding. For protective gear she's wearing elbow and knee pads. What is she missing?</p> <ul style="list-style-type: none">a) a wrist watchb) her helmetc) a hair band | <ul style="list-style-type: none">a) A wrist watch won't help prevent broken bones. Go back 1 square.b) Right! A helmet is essential in preventing broken bones. Go forward 3 squares.c) A hair band does nothing to prevent broken bones. Go back 2 squares. |
| <p>Your friend meets you to go bicycling. For protective gear he's wearing a helmet and knee pads. What is he missing?</p> <ul style="list-style-type: none">a) a wrist braceb) elbow padsc) sunglasses | <ul style="list-style-type: none">a) A wrist brace could help prevent injury to your wrist. Go forward 1 square.b) Right! Elbow pads will help prevent broken bones. Go forward 2 squares.c) Sunglasses do nothing to prevent broken bones. Go back 2 squares. |
| <p>You're on a soccer team and the team is getting new protective gear. Which item is not essential for protecting your bones?</p> <ul style="list-style-type: none">a) elbow padsb) T shirtc) knee pads | <ul style="list-style-type: none">a) Elbow pads are essential protective gear. Go back 1 space.b) Right! A T shirt doesn't really protect your bones. Go forward 1 space.c) Knee pads are essential protective gear. Go back 1 space. |
| <p>In baseball, what do batters wear for extra protection?</p> <ul style="list-style-type: none">a) wrist bracesb) shoesc) a hard helmet | <ul style="list-style-type: none">a) Many players wear wrist braces, but the batter wears something even more important for extra protection. Go forward 1 square.b) Good shoes are important, but they're not extra protection while you are at bat. Stay where you are.c) Yes, a hard helmet protects the batter from being hit by a fast moving ball. Go forward 2 squares. |
| <p>Your brother is riding his new scooter. You tell him to be sure to wear what?</p> <ul style="list-style-type: none">a) his helmetb) his knee padsc) his elbow pads | <ul style="list-style-type: none">a) Yes—go forward 2 spaces.b) Yes—go forward 2 spaces.c) Yes—go forward 2 spaces. |
| <p>Your brother and sister are running relays on their in-line skates. What is one thing they should wear to protect themselves?</p> <ul style="list-style-type: none">a) helmetsb) socksc) sunglasses | <ul style="list-style-type: none">a) Yes—go forward 2 spaces.b) No—socks won't help you protect your bones. Go back 1 square.c) No—sunglasses won't protect your bones. Go back 1 square. |

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| <p>You are going to ride your bike. What's an important piece of protective equipment?</p> <ul style="list-style-type: none"> a) a T shirt b) a helmet c) sunglasses | <ul style="list-style-type: none"> a) A T shirt won't help prevent broken bones. Go back 1 square. b) A helmet could help prevent broken bones. Go forward 2 squares. c) Sunglasses won't help prevent broken bones. Go back 2 squares. |
| <p>You are riding in the backseat of the car on your way to school. What's the most important thing you can do to protect yourself.</p> <ul style="list-style-type: none"> a) be very quiet b) keep your hands to yourself c) fasten your seat belt | <ul style="list-style-type: none"> a) Being quiet can be helpful, but it won't prevent broken bones. Stay where you are. b) Keeping your hands to yourself is a good idea but it won't prevent broken bones. Stay where you are. c) Fastening your seat belt is a great idea and will help you in case of an accident. Go forward 2 spaces. |
| <p>You are wearing protective gear and riding your scooter on a busy walking path. What can you do to protect other people?</p> <ul style="list-style-type: none"> a) Push people out of the way so they won't slow you down. b) Be very careful when passing people on the walkway. c) Ride with three friends so you take up the whole path. | <ul style="list-style-type: none"> a) This could be very dangerous for other people. Go back 4 spaces. b) Yes, if you are aware of other people, and very careful when you pass, then everyone will be protected. Go forward 3 spaces. c) This is impolite and could be dangerous for others. Go back 4 spaces. |