

Stand Tall and Move Easy

Teaching Guide

JOANNA FARMER



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Bibliothèque et Archives nationales du Québec and Library and Archives Canada
cataloguing in publication

Title: Stand tall : a new approach to better posture / Joanna Farmer.

Names: Farmer, Joanna, author. | Centre collégial de développement de matériel didactique, issuing body.

Description: Includes bibliographical references and index.

Identifiers: Canadiana (print) 2022001468X | Canadiana (ebook) 20220014698 | ISBN 9782894704271
(softcover) | ISBN 9782894704288 (PDF)

Subjects: LCSH: Posture. | LCSH: Human mechanics.

Classification: LCC RA781.5.F37 2022 | DDC 613.7/8—dc23

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Graphic design: Garet Markvoort

Cover illustrations: Anouk Noël (man with dog); Miroslava Hlavacova (trees); Chyworks (watercolour)

Legal deposit: 2022, second trimester

Print edition ISBN 978-2-89470-427-1

Digital edition ISBN 978-2-89470-428-8



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www.ccdmd.qc.ca

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This publication is funded by Québec's Ministère de l'Enseignement supérieur based on contributions from the Canada-Québec Agreement on Minority-Language Education and Second-Language Instruction.

Printed in Canada

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1. INTRODUCTION

Hello. I have written this book to share my experience and enthusiasm for teaching posture with you. I hope that, after reading the text, you will consider posture to be an important component of the physical education curriculum. This book was written to meet the competencies of the Quebec college curriculum. However, the text could easily be adapted for secondary school or for adults in continuing education. In fact, posture education is for everyone, and this book is helpful to any person seeking to improve their posture.

What is posture? It is how you stand and move. A basic concept of the book is that, to move efficiently, you need to stand tall. I absorbed this concept intuitively in my youth as a ballet dancer, but it wasn't until I taught a physical education course for nursing students, to prepare them for patient care, that I understood the important relationship between standing tall and moving efficiently. It has taken years of study to be able to share this concept with others.

Standing tall and moving easily is not as simple as it seems. Perfect, neutral posture is rare. Most people have some posture issue that hinders them from standing tall. However, with knowledge, self-awareness, and exercise, everyone can improve their posture, on their own, without professional intervention, and move more easily and efficiently.

2. ABOUT THE BOOK

This book has enough educational material for a complete college curriculum: 101, posture and fitness; 102, posture and skill development; and 103, posture as a healthy lifestyle choice (see appendix I for suggested course descriptions). The text is organized in three parts: theory, assessment, and posture improvement. The text presents posture from a broad perspective. Although the focus is clearly on physical education, it touches on other interesting topics, such as posture in relation to human development.

This text takes students through a journey of self-discovery as they conduct labs to assess their posture, develop posture awareness in daily movement and sport performance, reflect on the effect of their lifestyle habits on posture, and carry out an action plan for improvement. Students are accompanied on their journey by six fictional students, each one with particular needs, abilities, and concerns. The characters serve two purposes: they provide case examples that students can relate to, and they add an enjoyable story element to the text.

The text presents a cohesive theoretical model of posture with clearly defined concepts. It offers a non-judgmental, descriptive vocabulary for discussing posture. The text aims, at every opportunity, to alleviate students' anxieties about their bodies and to provide a positive learning experience.

The text features an updated posture assessment with easy-to-follow instructions and realistic illustrations. The assessment is comprehensive and includes body alignment observation and standard fitness tests. Student performance norms are provided, derived from a study that I carried out with colleagues at Dawson College (Farmer 2021). This study established rates, by percentage, of 25 common misalignments, such as forward head and hyperextended knees. If you are familiar with fitness norms generated by algorithms, you may be surprised by the norms in the book. For example, for some fitness tests, there is not much difference between scores of females and those of males. The fitness categories are numbered as levels 1–5, replacing the descriptive words “poor,” “below average,” “average,” “above average,” and “excellent.” This may be a leap for some teachers, but you could always use the standard descriptive words in class.

The theoretical model for improvement is based on research findings on posture, fitness, and lifestyle and on best practices in physical education. Findings from the Dawson study, among others, showed that students with ideal neutral alignment were more likely to be physically fit, and to have a healthy, active lifestyle. There is a third component of posture improvement, which is self-awareness. Students develop finely tuned skills, such as the ability to identify shifts in weight, muscle tension, and relaxation and joint comfort/discomfort. Going by my experience as a teacher, this type of finely tuned body awareness is increasingly being integrated into teaching.

The text includes innovative movement concepts such as Kelly Starrett's idea of a “supple leopard,” Gray Cook's assertion that muscles and joints talk to each other, and Esther Gokhale's belief that good posture depends on an anteverted pelvis (the opposite of the pelvic tuck). Students are introduced to basic concepts from the original posture scholars: Moshé Feldenkrais, Frederick Alexander, and Vladimir Janda. The exercise approach incorporates Mark Rippetoe's concept of

functional whole-body exercises, breathing techniques from yoga, and myofascial release with foam rollers.

Throughout the text, there are labs and short written reflections to help students relate the information to their own experience. The reflections help to prepare students to write two summative synthesis reflections, one after they have assessed their needs, and the other following completion of their posture program for improvement. Most chapters finish with a quiz (see appendix II). The questions are designed to reinforce basic concepts rather than test comprehension. Most of the questions are in a simple fill-in-the-blanks format, taken directly from the text.

3. HOW TO USE THE BOOK

PRINT AND DIGITAL BOOK FORMATS

You might want both the digital format, to project materials in class, and the print format, to prepare classes away from the office. It is suggested that students use a print copy in class, though coursework can be designed with either format.

In addition to the text, you can download a workout template along with the illustrations of exercises that students will use to design their workout; this is available from the book's catalogue page: <https://ccdmd.qc.ca/eng/catalog/stand-tall-and-move-easy>.

SHARING ILLUSTRATIONS

The illustrations are available to be shared for educational purposes, such as in presentations. To access the illustrations, visit the World of Images at <https://monde.ccdmd.qc.ca/?lang=en> and search for “Stand Tall.”

HOW TO USE THE LABS

It is suggested you use a digital copy of the book to project the labs on a large screen in class. Most labs can be conducted in any facility; however, the alignment assessment lab requires mirrors. Students will need to have their textbooks to do the labs.

HOW TO USE THE QUIZZES

The quizzes could be used as an in-class activity either individually or in groups, as a homework assignment, or as a graded in-class test. The answers to the quizzes are provided in appendix II. Additionally, at the end of part 1 there is a crossword puzzle that could be used as an in-class activity.

HOW TO USE THE REFLECTIONS

The purpose of the short in-class reflections is to help students engage with the text and relate the information to their own experience. There are no correct answers, and students are instructed to write informally, in short phrases. If you choose to grade the reflections, you could do so according to level of completion: complete, incomplete, or not done. Here are two grading suggestions:

In-class: while students are doing their cardiovascular training warm-up, you could collect their books and quickly flip through the chapter you are working on and assign a grade.

Outside of class: to avoid having to carry a stack of books, you could ask students to write their reflections in a separate notebook.

The short reflections also serve to prepare students to write the summative formal reflections that appear at the end of parts 2 and 3. These assignments allow students to make connections among the various factors affecting their posture. Here is a suggestion for a grading rubric.

Rubric for the formal, summative reflections at the end of part 2 and part 3

	Exceeds criteria 8-10	Meets criteria 6-8	Does not meet criteria < 6
Reflection	Substantial analysis supported by details	Some analysis and detail	No analysis, information only
	Personal writing voice	Personal writing voice	No personal voice
Structure and use of English	Well organized in paragraphs and sentences	Loosely organized in paragraphs and sentences	Poorly organized
	Few English errors	Some English errors	Many English errors
	Typed and double spaced	Typed and double spaced	Handwritten/single spaced

APPENDIX I

Course Design

Suggestions for courses that could be developed from the book

The text would be suitable for many course formats: as a regular 15-week course, as an intensive off-campus course, as a compressed pre-semester course, or as a 45-hour complementary course. Teachers could consider using some of the teaching materials in other courses, such as sport performance, weight training, dance, or yoga. The body-alignment assessment from chapter 4 would be a welcome addition to any fitness course. Here are some suggestions for course descriptions for possible physical education courses.

101—Physical activity and health: Posture, fitness, and lifestyle habits

Students will demonstrate that they are competent to:

- Establish the relationship between their lifestyle habits, health, and posture
- Be physically active in a manner that promotes health and posture
- Recognize their needs, abilities, and motivational factors with respect to regular and sufficient physical activity
- Propose physical activities that promote health and posture

Students will assess and analyze their posture, establish personal goals, and apply their best posture to exercise performance. For each exercise, they will learn how to maintain neutral alignment, reduce strain to their joints, and recognize muscle fatigue. They will learn how to modify exercises to meet their particular needs and abilities. They will be introduced to exercise parameters such as reps and sets and learn how to apply these parameters to carry out efficient exercise workouts. Additionally, students will study posture in relation to lifestyle factors from scientific research and the media, and reflect on the factors affecting their posture, such as cell phone use, lack of sleep, stress, use of the dominant hand, repetitive actions, time spent sitting, and hobbies and other activities.

102—Physical activity and effectiveness: Posture and basic movement skills

Students will demonstrate that they are competent to:

- Plan and apply an approach to improve their effectiveness to develop posture skills

Students will assess their posture skills for standing, walking, sitting, squatting and hinging, pushing and pulling, and controlling the pelvis and shoulder girdles, for movements in daily living, sport performance, and exercise. Students will be introduced to key concepts for posture improvement and then apply them to improve their posture skills. Course activities include posture assessment and analysis and labs to develop posture awareness. Additionally, students will design a home ergonomic study set-up, and discuss the challenges to good posture they encounter at home, work, and school.

103—Physical activity and autonomy: Managing a program to improve posture

Students will demonstrate that they are competent to:

- Plan and manage a personal physical activity program for posture improvement
- Combine the elements of a regular and sufficient practice of physical activity as part of a healthy lifestyle and to maintain their best posture

Each student will plan, carry out, monitor, and evaluate a personal posture program over eight weeks to achieve their best posture. Students will design an exercise workout that meets their individual needs and reflect on how their daily living habits affect their posture. Additionally, students will consider the challenges to posture they expect to encounter in their careers and suggest strategies to diminish the effects of these challenges.

APPENDIX II

Answers to Quizzes and Activities

REVIEW QUIZ | INTRODUCTION

1. When you stand tall, your body is aligned **vertically, level,** and **square,** with your weight distributed **equally** on your feet.
2. For most people, the difference between standing up and standing tall is about **1–2 cm.**
3. State three advantages of standing tall for prehistoric humans. **(3 of the following 6) 1. to see further, 2. to protect their families, 3. to free their hands, 4. to enable walking, 5. to improve hunting success, 6. to give them time to ponder**
4. Standing tall led to musculoskeletal adaptations. State the advantage of each of the following:
 - Straightening the knee: **Increases stride length**
 - Development of bigger buttocks: **Prevents the upper body from pitching forward**
 - An S-shaped vertebral column: **Aligns the body vertically**
5. Describe the relationship between standing and walking.

The taller you stand, the more easily you walk.
6. State three differences in posture between the 1900 group and modern group in figure 0.3.

<i>1900 group</i>	<i>Modern group</i>
1. Stand tall	1. Stand slumped
2. Arms at the side of their bodies	2. Many with arms crossed on chest
3. Weight equal on their feet	3. Unequal weight on their feet
7. Standing tall is more of a challenge today because people have a more **sedentary** lifestyle.
8. Use of information technology devices has increased time spent **sitting.**

9. When your pelvis is aligned, your hands lie **flat** on your belly.
10. The standing tall method starts with the **feet**.

REVIEW QUIZ | CHAPTER 1

1. Posture is like a thumbprint because it is **unique**.
2. Babies are born with a **simple** curved vertebral column. The **cervical** curve forms as the infant develops the strength to lift their head. The lumbar curve appears once the infant **stands**.
3. Hand dominance becomes established at around age **5**.
4. Alignment, stability, and mobility are referred to as the 3 amigos because they are **interdependent** and **mutually beneficial**.
5. When standing tall, the line of gravity falls through the **shoulder, hip, knee, and ankle** joints.
6. The effect of gravity on the body is to **pull it downward**.
7. With neutral alignment, the body is **plumb (vertical), level, and square**.
8. The 3 planes of the body are the **sagittal, frontal, and transverse**.
9. The centre of gravity is the **intersection** of the 3 planes of the body: the point that needs to be **balanced** over your **base of support**.
10. The range of motion of each joint is determined by **the fitting of one bone to the next, the arrangement of ligaments, and the suppleness of supporting muscles**.

REVIEW QUIZ | CHAPTER 2

1. Bones are stronger than **steel**, yet are a living tissue capable of **growth** and **self-repair**.
2. Movable joints are called **synovial** joints.
3. Connective tissues have a limited **blood supply** and, when injured, **take a long time to heal**.
4. The vertebral column has 5 sections: **cervical, thoracic, lumbar, sacrum, and coccyx**.
5. Movement between the vertebrae is facilitated by the gliding action of the **facet joints** and the ability of the **discs** to compress.
6. Many people consider the shoulder girdle and arms to be one structure, like a **crane**.
7. The pelvis moves primarily via the **lumbar** vertebrae.
8. The pelvis joins to the vertebral column at the **sacroiliac** joint.
9. A neutral pelvic tilt occurs when the **ASIS** points are vertically aligned with the **pubic symphysis**.
10. The **greater trochanter** is the top section of the femur where it angles into a hip joint.
11. The foot arches act as **shock absorbers** and as a **lever** to propel the body forward.

ACTIVITY 2.2 | LABEL THE JOINT ACTIONS

1. Hinging
2. Flexion/extension
3. Abduction

4. Plantarflexion/dorsiflexion
5. Circumduction
6. Internal/external rotation

REVIEW QUIZ | CHAPTER 3

1. Skeletal muscle depends on **fascia** for its structure.
2. Webbed fascia connects muscles to **other muscles** and to surrounding tissues such as **skin**.
3. The lower limb muscles provide support for the **ankle, knee, and hip** joints.
4. Name 3 core muscles: **latissimus dorsi, rectus abdominis, and external oblique**.
5. The 4 muscles of the **rotator cuff** are important for stabilizing the shoulder joint.
6. As a muscle **contracts**, it **pulls** on the point of **insertion**, which causes the bone to **pivot** at the **joint**.
7. At the microscopic level, it is the sliding of **protein fibres** within the **sarcomeres** that allows muscles to shorten or lengthen.
8. The right side of the heart receives **deoxygenated** blood from the **body** and sends it to the **lungs**, and the left side receives **oxygenated** blood from the **lungs** and sends it to the **body**.
9. When you inhale, the diaphragm **contracts** and **lowers**. When you exhale, it **relaxes** and **rises**.
10. During intense physical activity, your heart rate can go up to **200** bpm.

PART 1 REVIEW | ANATOMY CROSSWORD

Across

- | | |
|--------------|----------------|
| 2. Deltoid | 19. Ribcage |
| 4. Hamstring | 20. ASIS |
| 7. Diaphragm | 22. Tendon |
| 12. Swayback | 23. Atlas |
| 13. Scapula | 26. Pectoralis |
| 15. Fascia | 27. Synovial |
| | 28. Tarsals |

Down

- | | |
|---------------------|-------------|
| 1. Glenohumeral | 14. Disc |
| 3. Dominant | 16. Core |
| 5. Gluteus maximus | 17. Hip |
| 6. Latissimus dorsi | 18. Facet |
| 8. Fibula | 21. Femur |
| 9. Sarcomere | 24. Patella |
| 10. Sacrococcygeal | 25. Hinge |
| 11. Skeleton | |

REVIEW QUIZ | CHAPTER 5









1. With misalignment, some muscles are pulled **long** and increase in **tension**.
2. The effect of imbalance muscles on joints is to **reduce joint range of motion**.
3. When bones misalign, there can be a rubbing of **cartilage**, friction on **tendons** and **ligaments**, and a diminution of space for **synovial fluid**.
4. Explain why having neutral alignment is advantageous for fitness performance.
Your muscles have ideal length and tension, and your joints have full range of motion.
5. If your head is forward, it is likely that your **shoulders are forward**, and if your shoulders are tilted, it is likely that **your shoulders are also rotated**.

REVIEW QUIZ | CHAPTER 6

1. To have good awareness is to be able to focus your **mind** and your **body** on the task at hand.
2. The Feldenkrais method is a **movement therapy** based on **awareness**.
3. There are sensors in the joint **cartilage**, muscle **tendons**, and **ligaments** that send signals to the **brain** to monitor posture.
4. The visual and vestibular systems function to maintain **spatial orientation** and **balance**.
5. When you stand with a hunched posture, your ribcage **sinks inward**, resulting in a reduction of **lung capacity**.
6. When you slump in your chair, your weight shifts backwards from your sit bones to your **tailbone**.
7. Walking with your thumbs pointing **forward** will help to maintain neutral **shoulder** alignment.
8. Unnecessary pelvic movement creates **instability** and **strain** to the lower back.
9. Lifting the arms in the **scapular** plane reduces strain to the shoulder joint.
10. Abdominal breathing is often referred to as **diaphragmatic** breathing.

REVIEW QUIZ | CHAPTER 7

Alignment analysis

	Version A	Version B
<p>1. A: isolates a specific muscle/sitting/ involves equipment that needs to be adjusted</p> <p>B: whole-body exercise/standing/ no equipment to adjust</p>		
<p>2. A: misaligns and strains cervical and lumbar back</p> <p>B: maintains neutral vertebral column</p>		
<p>3. A: twists and strains lumbar back</p> <p>B: maintains neutral vertebral column</p>		
<p>4. A: misaligns and strains lower back and twists one knee</p> <p>B: maintains neutral vertebral column and knee alignment</p>		
<p>5. A: beyond ROM of hip joint; also, poor awareness by athlete</p> <p>B: does not move hip joint beyond its ROM</p>		
<p>6. A: misaligns and puts heavy weight on thoracic and cervical vertebrae</p> <p>B: stretches back without added weight on the vertebrae; weight of the upper body supported by hands on the thighs</p>		

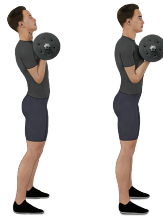
Alignment errors during exercise



1. Twisted back



2. Rounded back



3. Arched back



4. Neck arched,
swayback



5. Elbows hyper-
extended



6. Knees rolled in



7. Shoulders rotated



8. Wrists cocked



REVIEW QUIZ | CHAPTER 8

1. When sitting, the muscles are not stimulated, and can become **weak**.
2. Chantal's neck pain was from **tilting her head when playing violin**.
3. Adrian identified use of his **mobile phone** as his most detrimental habit for posture.
4. Wearing high heels tilts the pelvis **anteriorly** and forces the ankles into **plantar flexion**.
5. **150** minutes of moderate to vigorous weekly activity is recommended for health.
6. The back is vulnerable to strain from shifting weight because **the facet joints and discs are small, its structure is curved, and it already supports the weight of the upper body**.
7. The **blue light** emitted by electronic devices can be disruptive to sleep.
8. Stress can increase muscle **tension**.
9. Underweight students tend to have inadequate **muscle mass**.
10. Identifying **food triggers** is important for weight management.

APPENDIX III

Notes on Activities

Here is a list of activities that includes active labs along with the short written reflection questions. An estimation of class time for all students to complete the activity is provided. Many of these activities could be assigned as homework. Some, such as labelling, could be individual or group activities.

Introduction

Activity 0.1 | Lab and reflection on standing and walking (10 minutes)

This is a fun lab. It teaches the connection between standing and walking and introduces students to the characters. Have students assume an exaggerated posture of one of the characters and walk about the room; then have students stand tall and walk.

Activity 0.2 | Lab for the method to stand tall (5 minutes)

This lab teaches the basic skill. I suggest practising standing tall at the beginning and end of each class.

Activity 0.3 | Reflection on identifying posture challenges (5 minutes)

Chapter 1 | Key Posture Concepts

Activity 1.1 | Lab on key concepts (1 hour)

This lab reinforces key concepts. The first exercise, “facial analysis,” requires a mirror. The last exercise, “the yoga block walk,” reinforces the connection between standing tall and efficient walking. Students walk carrying a yoga block on their head and then sit down once it falls off. The teacher calls out the time in five-second intervals. I suggest that you repeat the exercise three times. Students will notice that those who are able to carry the block the longest have good posture. If you have students from traditional cultures who are familiar with head-carrying, you could ask them to share their experience.

Chapter 2 | Anatomy of Standing Tall: Bones, Joints, and Connective Tissues

Activity 2.1 | Label the bones (10 minutes)

Activity 2.2 | Label the joint actions (10 minutes)

Activity 2.3 | Lab on shoulder alignment and movement (20 minutes)

This lab teaches about the movement of the shoulders and arms in relation to the actions of sternoclavicular joints and the scapula.

Activity 2.4 | Lab on pelvic alignment and movement (20 minutes)

This lab has three parts. The first part helps students to identify the various bony projections of their pelvis. The second part takes students through a detailed alignment of their pelvis (students will need a mirror). The third part takes students through the movements of the pelvis and the actions of the lumbar vertebrae.

Chapter 3 | Anatomy of Moving Easy: Muscles

Activity 3.1 | Label the muscles (10 minutes)

Activity 3.2 | Take your heart rate (10 minutes)

Chapter 4 | Posture Assessment

The posture assessment groups together alignment observations with fitness tests so that students can make connections between them. You will need a facility with a mirror. If you are in a gym, perhaps you could switch facilities for this class. Although the assessments can be done with vocal guidance, it is best to project them onto a screen. For many assessments, students will need a partner. You will need to be free to circulate, so you might have one group with three students (groups of three will increase the time). The complete assessment can take up to two hours, so you might want to spread it across two classes. Advise students a week before that they will need their mobile phones and to wear form-fitting clothes or T-shirts with shorts. Send them a reminder the day before.

The alignment assessments are based on simple observation. They do not indicate degrees of misalignment: each body segment is either neutral or misaligned. Most students will have at least one observed misalignment. To reduce anxieties, I recommend introducing the assessment with a YouTube clip of Usain Bolt sprinting to an Olympic gold medal and then speaking briefly about his scoliosis. For the fitness assessments, it might be helpful to remind students that they are not competing with others, and to follow the performance criteria to the best of their ability for reliable fitness results.

Activity 4.1 | Take your height (1 minute for each student)

Although time-consuming, for consistency it is best for the teacher to take each student's height. If you are in a facility without height-measurement equipment, you will need to attach a measuring tape to a wall. Instruct students to stand normally against the wall and not to pull themselves up to what they think is good posture.

Activity 4.2 | Lab and reflection on whole-body alignment (20 minutes)

Activity 4.3 | Lab on sagittal plane, front-to-back alignment (20 minutes)

Activity 4.4 | Lab on frontal plane, side-to-side alignment (20 minutes)

Activity 4.5 | Lab on transverse plane, top-to-bottom alignment (10 minutes)

The assessments of pelvic and shoulder rotation are easy and quick to do. Students could repeat these to verify their results. For the pelvic rotation, I like to do the whole class together by having students line up their toes on the boards on the floor, close their eyes, and then shake their feet and replace them and notice if one foot is more forward.

Activity 4.6 | Reflection on rates of alignment (10 minutes)

Activity 4.7 | Lab and reflection on strength, balance, and stability (20 minutes)

Activity 4.8 | Lab and reflection on mobility (20 minutes)

Activity 4.9 | Lab and reflection on cardiovascular assessment (20 minutes)

The total time to set up the steps, perform, and then put away the steps for the three-minute step test is about 20 minutes. You will need enough steps and risers to build a 30-centimetre step for groups of two students. If you don't have access to steps, you could do an alternative cardiovascular fitness assessment, in which case you will need to provide performance norm categories.

Chapter 5 | Analysis of Posture and Goal Setting

Activity 5.1 | Lab and reflection on alignment and fitness (10 minutes)

Activity 5.2 | Lab and reflection on relationships between body segments (10 minutes)

Activity 5.3 | Setting alignment objectives (10 minutes)

Part 2 Synthesis reflection | Posture assessment and analysis (homework)

Chapter 6 | Improving Posture with Mind-Body Awareness

Activity 6.1 | Lab and reflection on standing awareness (10 minutes)

Activity 6.2 | Lab and reflection on sitting awareness (10 minutes)

This lab requires chairs or benches to sit on.

Activity 6.3 | Lab and reflection on walking awareness (20 minutes)

This is a partner lab that requires each student to use their mobile phones.

Activity 6.4 | Lab and reflection on pelvic awareness (10 minutes)

This lab could be expanded to include other movements in sport performance that require control and stabilization of the pelvis.

Activity 6.5 | Lab and reflection on scapular awareness (10 minutes)

This lab could be expanded to include other exercises and movements in sport performance that require control and stabilization of the scapula and shoulder girdle.

Activity 6.6 | Lab and reflection on breathing awareness (20 minutes)

This lab requires a quiet environment, with dimmed lights and mats to lie on. The teacher will have to read the instructions.

Activity 6.7 | Reflection on posture and musculoskeletal discomfort (10 minutes)

Chapter 7 | Improving Posture with Exercise

Activity 7.1 | Determine your exercise space, equipment needs, and schedule (10 minutes)

Activity 7.2 | Design your workout and chart your progress

The exercise chart is presented at the beginning of this chapter to help students comprehend how the exercise components of cardiovascular training, stability, mobility, and relaxation go together. As students select their exercises (7.3, 7.7, 7.11), they will write the names of the exercises on the chart. You could choose to have students complete the chart during one class or over a few classes. Alternatively, you could assign the chart as homework.

“Charting your progress” is an ongoing homework activity where students fill in the dates and exercise parameters for each workout. It includes 7.6, 7.10, 7.14, and 7.16.

Activity 7.3 Select your cardiovascular exercise (5 minutes)

Activity 7.4 | Determine your cardiovascular training objective (5 minutes)

Activity 7.5 | Write an action plan (5 minutes)

Activity 7.6 | Carry out your cardiovascular training with posture awareness (ongoing homework activity)

Activity 7.7 | Select your stability exercises (10 minutes)

Activity 7.8 | Determine your stability objectives (5 minutes)

Activity 7.9 | Write an action plan (5 minutes)

Activity 7.10 | Carry out your stability training with posture awareness (ongoing homework activity)

Activity 7.11 | Select your mobility exercises (5 minutes)

Activity 7.12 | Determine your mobility objectives (5 minutes)

Activity 7.13 | Write an action plan (5 minutes)

Activity 7.14 | Carry out your mobility training with posture awareness (ongoing homework activity)

Activity 7.15 | Write a relaxation plan (5 minutes)

Activity 7.16 | Carry out your relaxation with posture awareness (ongoing homework activity)

Activity 7.17 | Reflection on adapting exercise to meet personal needs (10 minutes)

Chapter 8 | Improving Posture with Healthy Lifestyle Habits

The following reflections help students to assess the effects of lifestyle habits on their posture. The information in the text is minimal and limited to the effects of each habit on posture. Each topic could be broadened in class to consider health and wellness. More information could be provided on the process of lifestyle change. Additionally, following each lifestyle habit, a sample goal with a limited action plan is suggested. Class discussion could identify other goals and action plans for positive change.

Activity 8.1 | Reflection on sitting habits (10 minutes)

Activity 8.2 | Reflection on standing habits (10 minutes)

Activity 8.3 | Reflection on smartphone habits (10 minutes)

Activity 8.4 | Reflection on walking habits (10 minutes) (remove goal from title)

Activity 8.5 | Reflection on exercise (10 minutes)

Activity 8.6 | Reflection on movements in daily living (10 minutes)

Activity 8.7 | Reflection on sports and other activities (10 minutes)

Activity 8.8 | Reflection on sleeping habits (10 minutes)

Activity 8.9 | Sleep survey (10 minutes)

Activity 8.10 | Reflection on stress-coping habits (10 minutes)

Activity 8.11 | Reflection on eating habits (10 minutes)

Activity 8.12 | Selecting and pursuing a goal for lifestyle change for better posture (10 minutes; carrying out lifestyle change is an ongoing homework activity)

Chapter 9 | Carrying Out and Evaluating Your Posture Program

Activity 9.1 | Lab on exercise technique: putting alignment first (15 minutes)
For this lab, students will need a partner and a mobile phone.

Activity 9.2 | Reflection on 4-week progress (20 minutes)

Activity 9.3 | Reassessment of posture and comparison of results (2 hours)

Part 3 Synthesis reflection I | Success of your posture program (homework)

Part 3 Synthesis reflection II | Future posture (20 minutes)

REFERENCES

Farmer, Joanna. 2021. "Posture in College Students: A Quantitative Analysis of Body Alignment, Muscle Fitness and Mobility." *Health & Fitness Journal of Canada* 14, no. 2: 18–36. <https://doi.org/10.14288/hfjc.v14i2.304>.

