

# Power Pose Challenge - Levels C & D

# STAY ACTIVE

To support students to build confidence by using body posture and positive self-talk. Inspired by Jupiter in the Playful Astronauts journey, this activity helps students practise feeling strong, capable, and brave through playful movement and affirmations.



## Learning Intentions

Students aim to move their bodies into strong, confident shapes.

Students aim to use positive words to encourage themselves.

Students aim to express confidence and belief through movement and posture.



## Success Criteria

I can try different power poses using my body.

I can say or show a confident phrase while holding a pose.

I can feel proud of myself for giving it a go.



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**Duration:** 10 - 15 minutes

### Objective

To support students to build confidence by using body posture and positive self-talk. Inspired by Jupiter in the Playful Astronauts journey, this activity helps students practise feeling strong, capable, and brave through playful movement and affirmations.

### Players

Whole class or small groups  
Suitable for 4 - 26 students  
Played in an open indoor or outdoor space

### What You Need

Clear floor space or soft mats  
Optional: calm or upbeat background music  
Optional: visual pose cards or photos (can easily find these in magazines/newspapers/internet)  
AAC devices or communication boards as required

### Setup

1. Revisit the Jupiter theme using simple language:
  - "Jupiter reminds us that we all have strength inside us."
  - "Standing tall can help us feel brave."
2. Clear the space so students can move safely without touching others.
3. Explain the activity clearly:
  - "We will practise power poses."
  - "We will say kind, brave words to ourselves."
4. Model each pose slowly before starting.
5. Confirm AAC devices are on and open to feelings, affirmations, or actions pages.



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## Gameplay

### Step 1: Learn the Power Poses

Teach 3 - 4 simple poses, modelling each one clearly.

Example poses:

- **Star Pose:** stand or sit tall with arms wide
- **Mountain Pose:** body tall and still, shoulders back
- **Rocket Pose:** arms reaching up, ready for lift-off
- **Hero Pose:** hands on hips or arms crossed, chin lifted

As each pose is introduced, pair it with a short affirmation:

- "I am brave."
- "I am strong."
- "I can do hard things."
- "I believe in myself."

Students may say the words aloud, quietly, or listen while the teacher models.

### Step 2: Pose and Repeat

1. Guide students into a pose together.
2. Count slowly to help students hold the pose.
3. Say the affirmation together once or twice.
4. Release the pose and move gently to the next one.
5. Encourage students to choose a favourite pose to repeat.

Use calm, encouraging language throughout.

### Step 3: Group Power Pose

Finish with one final pose as a whole group.

Invite students to hold the pose and take one slow breath in and out.

Ask one reflective question:

- "How does your body feel when you stand like this?"

### Debrief / Reflection

Ask one question at a time, allowing different ways to respond:

- "Which pose made you feel strong?"
- "How did the words help you feel?"
- "When could you use a power pose during the day?"

Reinforce the message:

"Our bodies and words can help us feel confident."



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## Winning the Game

There are no winners or losers.

Success is shown through participation, effort, and self-belief.

## Sensory-Specific Learner Variation

**Purpose:** To support regulation and emotional safety.

Adjustments include:

- Reduce the number of poses.
- Hold poses for shorter periods.
- Use calm music and slower pacing.
- Allow students to sit or observe first.
- Focus on breathing and posture rather than full movement.

## AAC-Specific Supports

### 1. Prepare AAC in Advance

- Pages with: strong, brave, me, good, happy, finished

### 2. Model AAC Use

- Teacher models selecting an affirmation symbol during poses

### 3. Supported Participation

- Students may:
  - Select an affirmation
  - Use eye gaze or pointing
  - Activate a single-message button

### 4. AAC Reflection

- Ask: “How do you feel?”
- Students respond using AAC, gesture, or facial expression

## Accessibility and Inclusion Notes

- All poses can be completed seated or standing.
- Encourage upper-body poses for students with limited mobility.
- Provide clear visual cues and modelling.
- Accept facial expressions, posture, or small movements as valid participation.
- Reinforce that confidence looks different for everyone.

## Teacher Notes

“Power Pose Challenge – Levels C & D” supports confidence, self-regulation, and positive self-talk. Linked to the Jupiter theme, it helps students understand that bravery can be practised through small actions, standing tall, breathing calmly, and believing in themselves. This activity works well as a warm-up, transition, or confidence reset during the school day.