



STEPS ALONG THE PATH

PHYSICAL OBJECTIVE

Explore Shoulder Opening Poses

QUESTION OF INQUIRY

How can I be strong, inside and out?

CHARACTER CONNECTION

PERSEVERANCE

Social Emotional Learning Standards (Illinois) - Early Elementary
1B.1a. Identify one's likes and dislikes, needs and wants, strengths and challenges

BUILDING BACKGROUND

Perseverance is the quality of never giving up, even when things get hard. When something is challenging, you can persevere and accomplish difficult tasks.

Perseverance is essential to achieving goals, dreams and everything else that is worth striving for. It is a necessity due to the fact that most things rarely work out perfectly the first time around. However, it is at those times specifically where the persistent individual who is determined to succeed, no matter what, will rise, dust themselves off and push forward until they reach that place they've had their focus on the whole time. (science.blurtit.com)

Remember, that when something is easy, anyone can do it. But with hard work, patience and perseverance, any goal can be achieved.

FOCUS

“Every strike brings me closer to the next home run.”
– Babe Ruth (Baseball Player)



Discuss

“What does PERSEVERANCE look like?”

- Trying my best with each pose. Example: Mountain pose with little effort (slouched) vs. Mountain Pose with full effort (standing straight and tall).
- Each time I try a pose, I get better and better.
- Asking for help shows a sign of strength.

Breath Awareness

READY Breathing Ball

SET Kite

GO Crocodile & Butterfly

MOVE



Opening:	Opening Sequence A Kangaroo Warrior
Standing:	Star EXTENSION 1 Wave Chair EXTENSION 2 Eagle
Seated:	Half Butterfly EXTENSION 3 EXTENSION 4 Monkey Pose
Back Bending:	Camel
Closing:	Butterfly Flower Turtle Lotus

OPTIONAL EXTENSIONS

- 1 Star with Cactus Arms
- 2 Twisted Chair
- 3 Twisted Half Butterfly
- 4 Butterfly

RELAX



Offer quiet resting pose suggestions:

- Lying on the back, belly, or side
- Hands resting on belly or by sides

Take a moment to check in with your students.

- *How are you feeling?*
- *How are you breathing?*
- *How did you PERSEVERE during class today?*

Please visit the **TOOLBOX** to further support the concepts taught in this session.



PERSEVERANCE EXPRESS

PHYSICAL OBJECTIVE

Review Shoulder Opening Poses

QUESTION OF INQUIRY

How can I be strong, inside and out?

CHARACTER CONNECTION

PERSEVERANCE

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BUILDING BACKGROUND

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Remember, that when something is easy, anyone can do it. But with hard work, patience and perseverance, any goal can be achieved.

MATERIALS

- Yoga Flashcards
- [Perseverance Express](#) (optional)

PREPARATION

- Duplicate [Perseverance Express](#) on colored construction paper and cut out. (optional)

FOCUS

“It takes both rain and sunshine to make a rainbow.”
– Proverb



Breath Awareness

READY Breathing Ball

SET Kite

GO Crocodile & Butterfly

MOVE



Opening:	Opening Sequence A
Standing:	Star EXTENSION 1 Chair EXTENSION 2 Eagle
Seated:	Half Butterfly EXTENSION 3 Monkey Pose
Back Bending:	Camel
Closing:	Butterfly Flower Turtle Lotus

OPTIONAL EXTENSIONS

- 1 Star with Cactus Arms
- 2 Twisted Chair
- 3 Twisted Half Butterfly

RELAX



Offer quiet resting pose suggestions:

- Lying on the back, belly, or side
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Take a moment to check in with your students.

- *How are you feeling?*
- *How are you breathing?*

MAKING CONNECTIONS



ACTIVITY – PERSEVERANCE: “WHAT DOES IT LOOK LIKE?”

GROUP CONNECTIONS:

1. Review the word perseverance by referring to the story from last session. How did the Little Engine persevere to make it up the hill?
2. Why is perseverance an important trait?
3. How do we use perseverance when we are practicing yoga?

PHYSICAL CONNECTIONS:

1. Place a yoga flashcard in each corner of the room to designate “train stations”. (*Teacher Tip: Make sure to choose familiar poses*).
2. Invite all students to form a train by standing one behind the other and holding each other’s waists. The teacher or a line leader can be the conductor car.
3. Lead students around the room in a train formation while

- chanting “I think I can, I think I can, Chug-a-chug-a Choo Choo”.
4. Make a stop at each “train station” and instruct students to perform the yoga pose shown on the flashcard. Brainstorm useful strategies to help the students persevere and try their best.

Example:

<p><u>TREE POSE</u></p> <p>“Can you hold it for three breaths? How about 4 breaths?”</p> <ul style="list-style-type: none">• Find a focal point• Lower foot to calf• If you get wobbly, touch your toe to the ground and start over.
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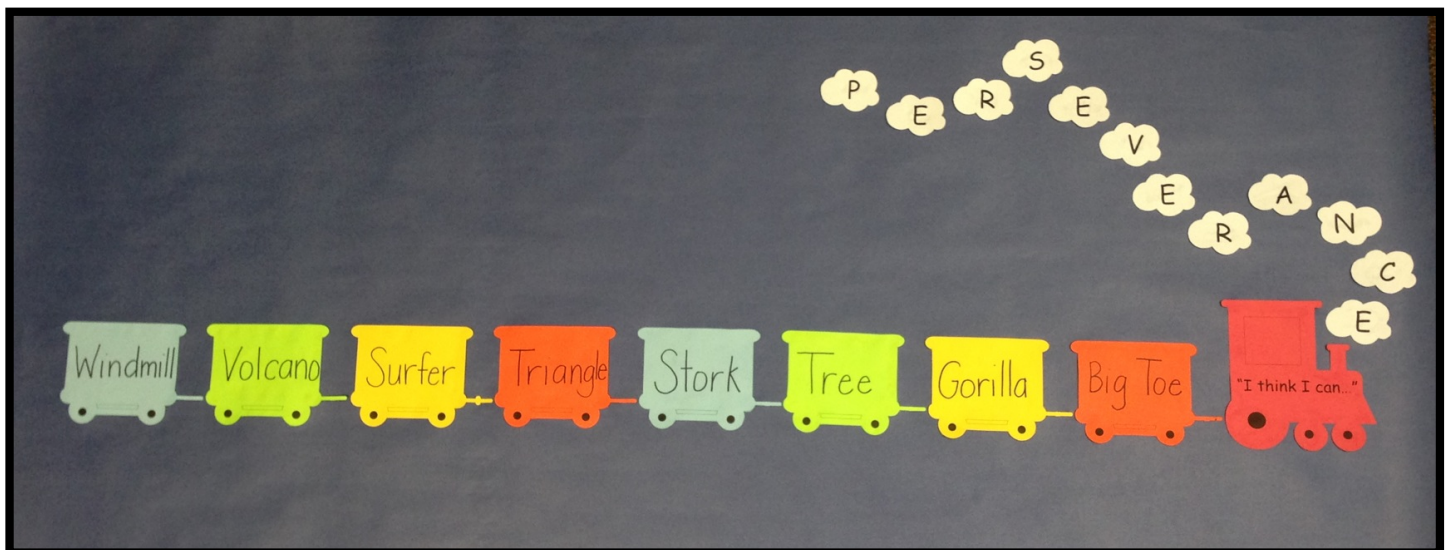
5. Continue to move the train formation around the room and visit other stations.

PERSONAL CONNECTIONS:

1. How does it make you feel to try your best? Why?
2. How is our activity similar to “The Little Engine that Could”?
3. How can you use perseverance at other times during the day?

CLASSROOM DISPLAY (Optional):

- Use the [Perseverance Express](#) template to create a classroom display to keep track of all the poses learned throughout the year.
- Spell the word PERSEVERANCE using the puffs of smoke, and place the puffs coming out of the smoke stack on the conductor car.
 - After learning each pose, write the name of the pose on a train car and attach it to the train. How long will the train get?



CONNECTING FURTHER

To enhance the activity and add some extra challenges, try leading students in different movements on the way to each train station (i.e. heel to toe walk, bunny hops, marching feet, baby steps, etc.)

End the activity by making a chart to represent all the poses that were accomplished using perseverance and choose one pose that the class decides can't be done quite yet, but they will keep trying..)

Example:

I can do frog pose.



I can do boat pose.



I can do turtle pose



I can't do crow pose  but I can always keep trying and doing my best!

CA Physical Education Standards

STANDARD 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

KINDERGARTEN

- **Self-Responsibility 5.1** Identify the feelings that result from participation in physical activity.

GRADE ONE

- **Self-Responsibility 5.2** Identify and demonstrate acceptable responses to challenges, successes, and failures in physical activity.