

Juggling (Day 1)

Objective: Teach students the juggling code, and 2 and 3 scarf/ball juggling, utilizing the scoop underhand throw, Accurate Toss Zone and criss-cross pattern.

Equipment: class size of juggling balls, scarves, juggling code poster.

Formation: The class will be in its attendance circle for the first half of the period. Guided practice will happen for the first half and independent practice for the second half.

Activity Description:

Students will participate in the guided practice of ball/scarf juggling. The progression will start from 1 to 2 to 3 ball/scarf juggling. Each part of guided practice will consist of 10 repetitions and observation from the teacher. The teacher will determine extended practice of a certain part. Independent practice will follow where the students choose the level they feel comfortable with.

Procedure:

1. Tell students, "We will be starting our ambidexterity week today with juggling. Can anyone tell me what ambidexterity means?" It is the ability to use one's non-dominant hand as well as one's dominant hand.
2. Juggling has many benefits. It improves our eye-hand coordination, fine motor skills, resilience, and our reading and writing skills.
3. First we have to go over the Juggle Code that all jugglers practice by. (1) Practice makes permanent. (2) Learn drop by drop. (3) Keep looking up. (4) Accurate Toss Zone.
4. Have all the students grab 3 juggling balls or scarves and return to the circle and place the balls/scarves in front of them.
5. The first step to juggling success is knowing your Accurate Toss Zone. As far as I can reach in front of me, to the side, up above, and down low is the imaginary window where the scarves and balls are going to be thrown. So while juggling, the balls/scarves will be thrown to the upper corner and fall down to the bottom corners of the ATZ.
6. With one ball, leave the other two on the ground, we are going to practice the way we should be tossing the ball in the air. It is like scooping ice cream out of a gallon of rocky road double fudge. With an underhand scooping throw, practice throwing the ball from one hand to another.

7. Have students practice 10 throws or extend the practice if needed.
8. Next, pick up the second ball and we will learn the criss-cross JUGGLE pattern that all jugglers need to master to be successful with 3 ball juggling. 98% of all 3 ball juggling is accomplished with the mastering of the 2 ball criss-cross pattern.
9. When the first ball is at its top height, then you throw the second ball in your opposite hand to the corner of the ATZ. After you throw that ball, you need to catch the first ball on its descent. Throw-Throw-Catch-Catch.
10. Have students practice 10 throws or extend the practice if needed.
11. Next, I will show you the 3 ball JUGGLE pattern, which is just adding the third ball to the mix without changing the pattern. The only thing you have to change is to concentrate on letting go and throwing that third ball.
12. Demonstrate the 3 ball JUGGLE and have students begin independent practice.
13. Tell students "Please choose a level that you believe you need to practice for the following independent practice. Don't rush into 3 ball until you master 2 ball. Don't rush to balls until you master scarves."
14. Monitor the progress of the students and move throughout the gym, attempting to reach every student to give encouragement and advice.

Check for Understanding:

- o Using the scoop underhand motion.
- o Throwing the ball when another ball is at its peak height.
- o Throwing the ball at an appropriate height.
- o Ball being thrown to the top corners of the Toss Zone.
- o Partners using criss-cross pattern.

Debrief:

1. Comments about improvements, impressions and successes.

Juggling (Day 2)

Objective: Teach students group and partner juggling.

Equipment: class size of juggling balls, assorted objects such fish, bean bags.

Formation: For group juggling, 4 groups of equal size, circled around the appropriate numbered cone. For partner juggling, the groups of students can be scattered throughout the gym to practice.

Activity Description:

Students will participate in an initiative task called group juggling, attempting to pass as many objects as possible back and forth. Each group will start with one ball and gradually work their way up to throwing as many balls as there are people in their group. The next challenge includes two groups getting together to try to pass as many objects as possible back and forth. Lastly, the students will return to the circle and learn partner juggling.

Procedure:

15. Tell students, "We will learn how to group and partner juggle today. To start, we will be broken up in 4 equal groups to attempt to pass as many objects as possible back and forth. Here are the guidelines of the activity:"
16. Guidelines:
 - a. The group must be in a circle.
 - b. One object is introduced and each group member catches and throws it to a different group member that is not next to them. (Note: The group needs to remember the order that they threw the object in and continue throwing the object to each other in that order.)
 - c. If an object drops during the juggle, then start over with the same amount of objects.
 - d. As they get good with one object, introduce another to be thrown in the same order as the other.
 - e. Continue introducing objects each time a successful round is made until an object is dropped or mis-thrown.
17. As soon as two groups have accomplished the task of throwing as many objects as there are group members, join those two groups and assign the same task.
18. The other two groups keep attempting the first task.
19. Call time and bring the class together with the objects.

20. Review the JUGGLE pattern from Day 1 and the principles to learn by.
21. Tell students, "Partner is similar to individual juggling except it's much more impressive because you have to combine another person's abilities with your own to achieve success."
22. Explain "In a moment, each of you will pick a partner and receive 3 juggling balls. One type of partner juggling is side-by-side where each of you stand with your inside feet together and your inside hands will not be used. Put one ball down and practice throwing the ball in a cascade pattern from the outside hands. Add the 3rd ball when you feel comfortable with the partner pattern."
23. Explain "The other type of partner juggling is front-to-front where one partner faces the other and each of them holds one hand behind their back. One partner starts by throwing one ball up in the cascade pattern and the other partner throws their ball as soon as the ball reaches its peak height."
24. Suggestion: Keep telling students to look up at the top corners of their Accurate Toss Zone and aim for those corners every time.
25. Practice these two ways of partner juggling for the rest of the period.
26. Try to find other ways to partner juggle if you can. Think creatively.

Variations:

- Allow the whole class to attempt to throw as many balls as possible back and forth after the second challenge.

Check for Understanding:

- o Group standing in circle.
- o How many objects do you start with?
- o Are partners tossing the ball at the peak height?