



TOOLS FOR LEARNING **CIRCUS ARTS**

MIDDLE (6-8)

The Virginia Standards of Learning Project

THE **AMP** LAB  **Cortland** SUNY

OPENPhysEd.org

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MODULE OVERVIEW

ABOUT THIS MODULE

Since the existence of Ancient Rome, the circus has been associated with entertaining the population with acts of athletic ability. The modern circus is believed to have originated in England in the 1700s. Cavalry officer Philip Astley is said to have set up an amphitheater for crowds to gather and pay to be entertained by his tricks and stunts on horseback. While this instructional module won't involve stunts on horseback, it will help to develop bilateral coordination, balance, and confidence.

- **Standard 1 [6.b]** Create and perform movement sequences in a rhythmic activity (b).
- **Standard 1 [7.a,c,e,f]** Demonstrate and apply mature movement forms and skill combinations competently in a variety of cooperative activities that include dynamic and unpredictable situations (a); Demonstrate basic abilities and safety precautions in recreational pursuits (e.g., in-line skating, orienteering, hiking, etc.) (c); Describe and demonstrate how movement is stabilized, to include balance (center of gravity and center of support) and planes of movement (e); Demonstrate the movement learning progression (practice, self or peer assess, correct, practice at a higher level, and reassess) for a specific skill or activity (f).
- **Standard 1 [8.c,d,e,i,j]** Demonstrate skill-related components of fitness (agility, balance, coordination, power, reaction time, and speed) specific to a variety of activities (c); Apply and demonstrate biomechanical principles of force, motion (laws of motion), rotation, and energy (d); Demonstrate balance (center of support and center of gravity) in a variety of activities (e); Explain the role of balance (center of support, center of gravity, planes of movement) in creating movement (i); Analyze movement performance and utilize feedback to learn or improve the movement skills of self and others (j).
- **Standard 2 [6.a]** Refine and adapt individual and group activity skills by applying concepts of relationships, effort, spatial awareness, speed, and pathways (a).
- **Standard 2 [7.b,d]** Apply biomechanical principles (e.g., center of gravity, base of support) to understand and perform skillful movements (b); Analyze skill patterns and movement performance of self and others, detecting and correcting mechanical errors and describing balance in the planes of movement for selected movements (d).
- **Standard 2 [8.e]** Analyze movement progressions (practice, self or peer assess, correct, practice at a higher level, and reassess) of a specific skill and utilize feedback to improve the movement skills of self and/or others (e).
- **Standard 4 [6.a,c]** List and demonstrate problem solving, conflict resolution, and decision-making skills (a); Reflect on completion of an improvement plan for a personally challenging skill or activity (c).
- **Standard 4 [7.c,d,e]** Explain the importance of cooperating with classmates, and demonstrate supportive behaviors that promote the inclusion and safety of others (c); Describe and demonstrate strategies for dealing with stress, such as deep breathing, guided visualization, and aerobic exercise (d); Demonstrate effective communication skills by providing feedback to a peer, using appropriate tone and other communication skills (e).
- **Standard 4 [8.b,c,d,h]** Identify and demonstrate proper etiquette, respect for others, integrity, and teamwork while engaging in physical activity and/or social dance (c); Demonstrate basic movements used in stress-reducing activities (d); Analyze and compare social and emotional benefits of participation in a variety of activities (h).

MODULE OVERVIEW

TABLE OF CONTENTS

RESOURCES	FOCUS OUTCOMES & STANDARDS	PAGE
Module Overview		1
Required Materials List		6
Activity Plans		
Basic Juggling	Standard 1, 2	7
Advanced Juggling	Standard 2, 4	9
Diabolo	Standard 1, 2	11
Flower Sticks	Standard 1, 2	13
Spinning Plates	Standard 1, 2	15
Balance Challenges	Standard 1, 2, 4	17
Circus Practice	Standard 1, 2, 4	19
Circus Combinations	Standard 1, 2, 4	21
Circus Performance	Standard 1, 4	23
Sample First Lesson Plan		25
Academic Language Posters		25 pages
Circus Arts Activity Cards		6 pages
Juggling Station Cards		4 pages
Newton's Laws Posters		3 pages
Circus Arts Station Cards		7 pages
Teacher Tips for Circus Skills		2 pages
Universal Design Adaptations		1 page
Multimedia Guide		1 page
Student Assessment Tools		
Holistic Performance Rubric		
Academic Language Quiz		
Circus Routine Planning Card		
Circus Arts Show Line-Up Card		
Teacher Self-Evaluation & Reflection Guide		

MODULE OVERVIEW

PLANNING
COMPLETE
LESSONS

Each skill-building activity in this module is meant to be one part of a complete lesson. The authors recommend the following formula for creating a 30 to 45 minute lesson:

Instant Activity (not on block plan)	<i>5-10 minutes</i>
+ Skill Introduction/Review	<i>5-10 minutes</i>
+ Skill Practice / Stations	<i>15-20 minutes</i>
+ Check for Understanding	<i>5 minutes</i>

Important: Suggestions are what they say they are – suggestions. All OPEN materials are offered in MS Word format so that you can easily modify our suggestions to meet the needs of your students.

ASSESSMENT

Four types of assessment are provided as a part of this module. However, there are many different ways for teachers and students to assess and evaluate student learning and skill development.

Holistic Performance Rubric

The Holistic Rubric can be used as both a formative and summative assessment within the module. Providing students with the rubric's criteria early in the module will allow for discussion and formative evaluation throughout activities and lessons.

The Holistic Rubric provided separates skill and personal & social responsibility (PSR) characteristics, providing two sets of criteria to be evaluated separately. This rubric can be completed in full as students perform Circus Combinations and/or during their final Circus Performance, providing a final holistic evaluation of each student's performance.

Academic Language Quiz

A short academic language quiz is provided as a knowledge-based assessment. Each quiz is designed to provide a basic assessment of student understanding of a few of the module's critical academic language vocabulary words. We encourage you to use this format to create your own custom quizzes.

The format of each question has been written and optimized for use with Plickers data collection tool available for Apple and Android devices. To learn more about Plickers visit: www.plickers.com

MODULE OVERVIEW

ASSESSMENT

Circus Routine Planning Card

This card is an artifact of student work designed to help students purposefully plan and practice their final Circus Arts performance routines. The authors of this module recommend that you grade this on a 4-point scale using the following criteria:

- Well Below Competence (1): Was present, but refused to complete the planning card.
- Lacks Competence (2): Completed the planning card with little effort or thought. The routine was incomplete and/or impossible to follow.
- Competent (3): The planning card was complete in a way that demonstrated thoughtful and purposeful organization.
- Proficient (4): The planning card was complete in a way that demonstrated excellent organization with an attention to detail and a desire for quality.

Circus Arts Show Line-Up Card

The show line-up card serves two main functions within the planning and implementation of this module:

- It provides structure to the final Circus Performance activity. Teachers can post this completed page for students to follow during the performance event.
- It provides a rubric-based grading sheet for easy scoring and evaluation of student performances.


NOTE: The evaluation measures suggested for the performance rubric, routine planning card, and line-up card are kept consistent and reflect a 1 through 4 scale. This consistency allows teachers to average several scores for the sake of a final evaluation or grade.

MODULE OVERVIEW

SUGGESTED BLOCK PLAN

Lesson	Skill Activity	Suggested Academic Language
1	Basic Juggling, Advanced Juggling	Juggle, Cascade, Gravity, Wind Resistance, Newton's Laws of Motion, Actively Engage, Responsibility, Safe, Center of Gravity, Focus, Grit, Overcome
2	Diabolo, Flower Sticks	Newton's Laws of Motion, Acceleration, Individual Challenges, Cope, Growth Mindset, Grit, Perseverance
3	Spinning Plates, Balance Challenges	Personal Responsibility, Appropriate, Plan of Action, Balance, Actively Engage, Pivot Point
4	Circus Practice [May require more than 1 lesson]	Stress Management, Positive Environment, Focus, Grit
5	Circus Combinations [May require more than 1 lesson]	Focus, Visualize, Practice, Grit, Growth Mindset
6	Circus Performance [May require more than 1 lesson]	Focus, Visualize, Perform, Grit, Growth Mindset

MATERIALS LIST

QTY	NAME	CODE	 USGAMES.COM
108	Juggling Scarves	1041057	Link to e-Store
6 Sets	Juggling Balls (Bean Balls)	15118	Link to e-Store
6 Sets	Juggling Rings	1243550	Link to e-Store
6 Sets	Juggling Clubs	15119	Link to e-Store
16	Spinning Plates	1276824	Link to e-Store
6	Flower Stick	1276831	Link to e-Store
6	Diabolo	13336	Link to e-Store
12	The Spooner® Boards	1342666	Link to e-Store
2	Soft T' Beams™	1041361	Link to e-Store
			OPENPhysEd.org
25	Academic Language Cards		OPENPhysEd.org
6	Circus Arts Activity Cards		OPENPhysEd.org
4	Juggling Station Cards		OPENPhysEd.org
6	Circus Arts Station Cards		OPENPhysEd.org
4	Newton's Laws Poster		OPENPhysEd.org
1	Routine Planning Card (1 copy per group)		OPENPhysEd.org
1	Show Line-up Card		OPENPhysEd.org

BASIC JUGGLING

STUDENT TARGETS

- ✓ **Skill:** I will perform cascade juggling with scarves.
- ✓ **Cognitive:** I will discuss and explain Newton's first law of motion.
- ✓ **Fitness:** I will participate and actively engage in circus arts activities.
- ✓ **Personal & Social Responsibility:** I will identify and demonstrate responsible behaviors related to safe, positive circus arts participation.

TEACHING CUES

- ✓ Focus on Form
- ✓ Put in Work
- ✓ Be Patient with Yourself
- ✓ Stay Safe

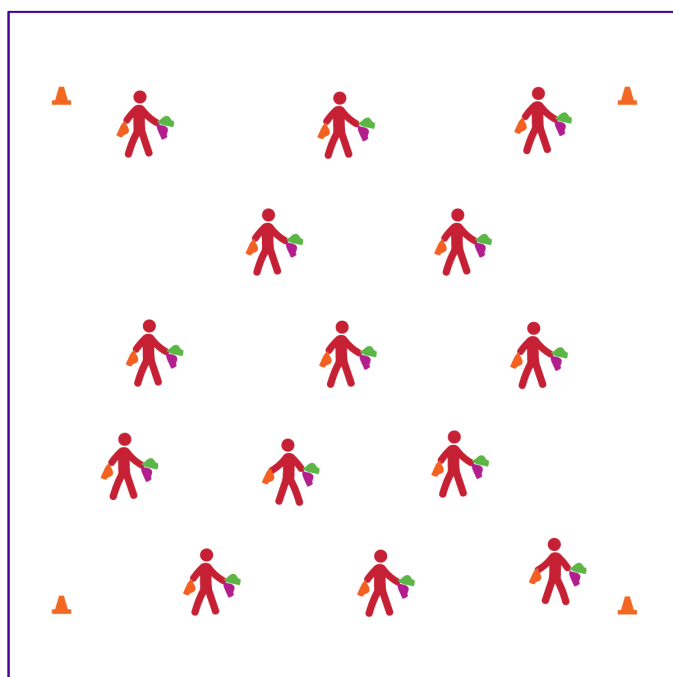
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 3 juggling scarves per student
- ✓ Circus Arts Activity Cards
- ✓ Music

Set-Up:

1. Students scattered in activity area, each with 3 juggling scarves.
2. Display Basic Juggling Cue Chart.



Activity Procedures:

1. Today we'll begin our Circus Arts module with basic scarf juggling.
2. We'll follow the juggling progression on the OPEN Activity Card and then spend time practicing each challenge on our own.
3. Teachers, use part 1 of the Scarf Juggling Activity Card to follow this activity sequence: 1) diagonal toss/catch 1 scarf; 2) crisscross toss/toss catch/catch 2 scarves; 3) Cascade (X pattern) with 3 scarves.
4. Use this activity's debrief questions to discuss the suggested forces of science topic.
5. When students are ready, progress to Column Juggling in part 2 of the Activity Card.

Grade Level Progression:

- 6th: Students perform 1 or more basic skills from Level 1 of the activity card.
- 7th: Students perform all of the skills from Level 1 of the activity card.
- 8th: Students perform all Level 1 skills and 1 or more Level 2 Skills.



BASIC JUGGLING

UNIVERSAL
DESIGN
ADAPTATIONS

- Use larger scarves and focus on basic toss and catch.
- Toss scarves into a target such as a hoop.

ACADEMIC
LANGUAGE

Juggle, Cascade, Gravity, Wind Resistance, Newton's Laws of Motion, Actively Engage, Responsibility, Safe

STANDARDS
& OUTCOMES
ADDRESSED

- **Standard 1 [7.a,c,e,f]** Demonstrate and apply mature movement forms and skill combinations competently in a variety of cooperative activities that include dynamic and unpredictable situations (a); Demonstrate basic abilities and safety precautions in recreational pursuits (e.g., in-line skating, orienteering, hiking, etc.) (c); Describe and demonstrate how movement is stabilized, to include balance (center of gravity and center of support) and planes of movement (e); Demonstrate the movement learning progression (practice, self or peer assess, correct, practice at a higher level, and reassess) for a specific skill or activity (f).
- **Standard 1 [8.c,d,e,i,j]** Demonstrate skill-related components of fitness (agility, balance, coordination, power, reaction time, and speed) specific to a variety of activities (c); Apply and demonstrate biomechanical principles of force, motion (laws of motion), rotation, and energy (d); Demonstrate balance (center of support and center of gravity) in a variety of activities (e); Explain the role of balance (center of support, center of gravity, planes of movement) in creating movement (i); Analyze movement performance and utilize feedback to learn or improve the movement skills of self and others (j).
- **Standard 2 [6.a]** Refine and adapt individual and group activity skills by applying concepts of relationships, effort, spatial awareness, speed, and pathways (a).
- **Standard 2 [8.e]** Analyze movement progressions (practice, self or peer assess, correct, practice at a higher level, and reassess) of a specific skill and utilize feedback to improve the movement skills of self and/or others (e).

DEBRIEF
QUESTIONS

- **DOK 1:** What is gravity?
- **DOK 2:** Can you explain how juggling is affected by gravity?
- **DOK 3:** How is wind resistance related to juggling? Provide examples.
- **DOK 1:** What is Newton's first law of motion?
- **DOK 2:** Can you explain how gravity affects the inertia of objects being juggled?
- **DOK 3:** Can you elaborate on each aspect of juggling that is related to Newton's first law of motion?

TEACHING
STRATEGY
FOCUS

Preview New Content: As you begin the Circus Arts module, take a few minutes at the start of the lesson to demonstrate the various skills that will be taught over the course of the unit using the unique equipment. YouTube is a great resources for hundreds of juggling/circus demonstrations and tutorials.

ADVANCED JUGGLING

STUDENT TARGETS

- ✓ **Skill:** I will perform cascade juggling with the object of my choice.
- ✓ **Cognitive:** I will discuss and explain center of gravity.
- ✓ **Fitness:** I will participate and actively engage in circus arts activities.
- ✓ **Personal & Social Responsibility:** I will remain focused, demonstrate grit, and work to overcome challenges related to circus arts skills and tricks.

TEACHING CUES

- ✓ Focus on Form
- ✓ Put in Work
- ✓ Be Patient with Yourself
- ✓ Stay Safe

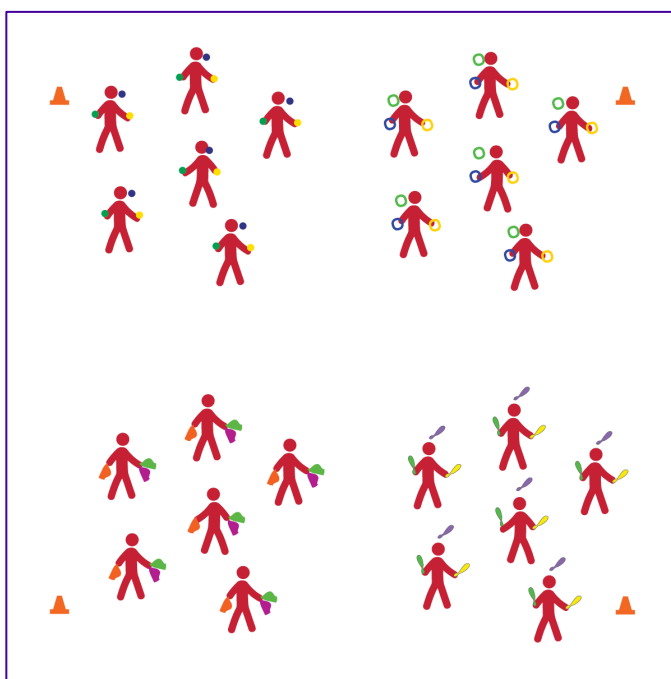
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 6 sets of each type of juggling equipment
- ✓ 4 Cones
- ✓ 4 Task Tents
- ✓ Juggling Station Cards
- ✓ Circus Arts Activity Cards

Set-Up:

1. Create 4 activity areas (1 each for scarves, balls, rings, and clubs) using cones, task tents, and station cards.



Activity Procedures:

1. This is an advanced juggling day, and you'll get an opportunity to practice juggling with a variety of different juggling objects.
2. There are 4 stations set up throughout our space. You can choose which area you'd like to work in. When you hear the change signal, move to a new area and try a different juggling object.
3. Juggling scarves are available at one area for those who'd like to review what we've learned and also to try advanced scarf juggling tricks.
4. Any time you hear the stop signal, hold your objects and listen for instruction.

Grade Level Progression:

- 6th: Students perform 1 or more basic skills from Level 1 of the activity card.
- 7th: Students perform all of the skills from Level 1 of the activity card.
- 8th: Students perform all Level 1 skills and 1 or more Level 2 Skills.



ADVANCED JUGGLING

UNIVERSAL DESIGN ADAPTATIONS

- Practice basic tossing and catching of a variety of objects.
- Allow students to choose the object they're working with.
- Use video demonstrations.

ACADEMIC LANGUAGE

Center of Gravity, Focus, Grit, Overcome

STANDARDS & OUTCOMES ADDRESSED

- **Standard 2 [6.a]** Refine and adapt individual and group activity skills by applying concepts of relationships, effort, spatial awareness, speed, and pathways (a).
- **Standard 2 [7.b,d]** Apply biomechanical principles (e.g., center of gravity, base of support) to understand and perform skillful movements (b); Analyze skill patterns and movement performance of self and others, detecting and correcting mechanical errors and describing balance in the planes of movement for selected movements (d).
- **Standard 2 [8.e]** Analyze movement progressions (practice, self or peer assess, correct, practice at a higher level, and reassess) of a specific skill and utilize feedback to improve the movement skills of self and/or others (e).
- **Standard 4 [8.b,c,d,h]** Identify and demonstrate proper etiquette, respect for others, integrity, and teamwork while engaging in physical activity and/or social dance (c); Demonstrate basic movements used in stress-reducing activities (d); Analyze and compare social and emotional benefits of participation in a variety of activities (h).

DEBRIEF QUESTIONS

- **DOK 1:** What is center of gravity?
- **DOK 2:** What can you tell me about a juggling club's center of gravity?
- **DOK 3:** How could you test where the club's center of gravity is?
- **DOK 1:** What is grit?
- **DOK 2:** How can grit help you learn how to juggle different objects?
- **DOK 3:** How is grit related to goal setting and action planning?
- **DOK 4:** If you were going to interview classmates about how grit helps them succeed in physical education class, what questions would you ask?

TEACHING STRATEGY FOCUS

Organize students to interact with content: Setting up activity stations for each still/piece of equipment provides students with an opportunity to choose the juggling level that will challenge them while still providing successful participation. It's important to allow students to take responsibility for their own learning and skill development with guidance and encouragement from both peers and the teacher.

DIABOLO

STUDENT TARGETS

- ✓ **Skill:** I will perform a rolling start with the diabolo.
- ✓ **Cognitive:** I will discuss and explain Newton's second law of motion.
- ✓ **Fitness:** I will participate and actively engage in circus arts activities.
- ✓ **Personal & Social Responsibility:** I will remain focused, demonstrate grit, and work to overcome challenges related to circus arts skills and tricks.

TEACHING CUES

- ✓ Focus on Form
- ✓ Put in Work
- ✓ Be Patient with Yourself
- ✓ Stay Safe

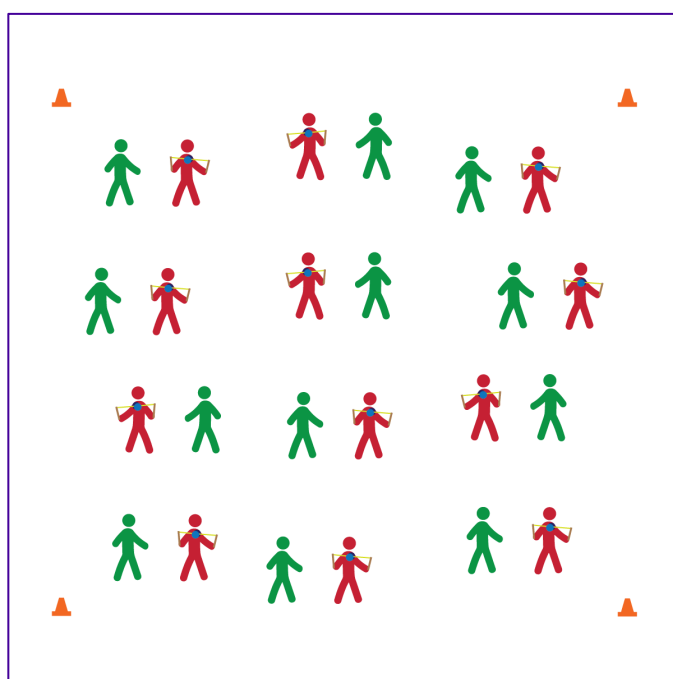
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 diabolo per 2 (or 3) students
- ✓ Circus Arts Activity Cards
- ✓ Music

Set-Up:

1. Pair (or group) students depending on how much equipment you have available.
2. Each pair or group with a diabolo.



Activity Procedures:

1. Today we'll begin learning the basics of how to use a diabolo.
2. I will demonstrate (or show via YouTube) each trick, and then you and your partner will take turns trying each trick. After each trick, we'll discuss the forces of science that apply to diabolo performance.
3. Any time that you hear the stop signal, hold your objects and listen for instruction.

Grade Level Progression:

- 6th: Students perform 1 or more basic skills from Level 1 of the activity card.
 7th: Students perform all of the skills from Level 1 of the activity card.
 8th: Students perform all Level 1 skills and 1 or more Level 2 Skills.



DIABOLO

UNIVERSAL
DESIGN
ADAPTATIONS

- Provide physical assistance when/where appropriate.

ACADEMIC
LANGUAGE

Newton's Laws of Motion, Acceleration, Individual Challenges, Cope

STANDARDS
& OUTCOMES
ADDRESSED

- **Standard 1 [7.a,c,e,f]** Demonstrate and apply mature movement forms and skill combinations competently in a variety of cooperative activities that include dynamic and unpredictable situations (a); Demonstrate basic abilities and safety precautions in recreational pursuits (e.g., in-line skating, orienteering, hiking, etc.) (c); Describe and demonstrate how movement is stabilized, to include balance (center of gravity and center of support) and planes of movement (e); Demonstrate the movement learning progression (practice, self or peer assess, correct, practice at a higher level, and reassess) for a specific skill or activity (f).
- **Standard 1 [8.c,d,e,l,j]** Demonstrate skill-related components of fitness (agility, balance, coordination, power, reaction time, and speed) specific to a variety of activities (c); Apply and demonstrate biomechanical principles of force, motion (laws of motion), rotation, and energy (d); Demonstrate balance (center of support and center of gravity) in a variety of activities (e); Explain the role of balance (center of support, center of gravity, planes of movement) in creating movement (i); Analyze movement performance and utilize feedback to learn or improve the movement skills of self and others (j).
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- **Standard 2 [8.e]** Analyze movement progressions (practice, self or peer assess, correct, practice at a higher level, and reassess) of a specific skill and utilize feedback to improve the movement skills of self and/or others (e).

DEBRIEF
QUESTIONS

- **DOK 1:** What are Newton's 3 laws of motion?
- **DOK 2:** Can you explain how each law is related to performing with the diabolo?
- **DOK 3:** Can you think of another activity that you enjoy and describe how one or more of Newton's laws of motion are related to its performance?
- **DOK 1:** What does it mean to cope?
- **DOK 2:** What are ways that people cope with different challenges/emotions?
- **DOK 3:** Can you elaborate on the reason it's important to cope with emotions when learning how to perform with the diabolo?

TEACHING
STRATEGY
FOCUS

Help students elaborate on content: During group discussion, prompt students to provide support and evidence for their answers. Wait for them to expand their thinking by providing as much detail as possible. Then, encourage other students to expand on their classmates' answers with ideas and evidence of their own.

FLOWER STICKS

STUDENT TARGETS

- ✓ **Skill:** I will perform a ground start with the flower sticks.
- ✓ **Cognitive:** I will discuss and explain Newton's third law of motion.
- ✓ **Fitness:** I will participate and actively engage in circus arts activities.
- ✓ **Personal & Social Responsibility:** I will remain focused, demonstrate grit, and work to overcome challenges related to circus arts skills and tricks.

TEACHING CUES

- ✓ Focus on Form
- ✓ Put in Work
- ✓ Be Patient with Yourself
- ✓ Stay Safe

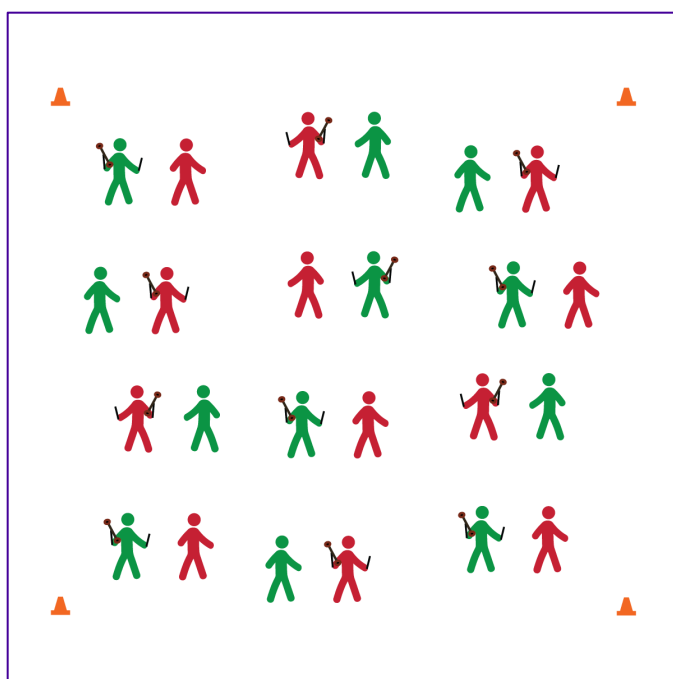
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 set of flower sticks per 2 (or 3) students
- ✓ Circus Arts Activity Cards
- ✓ Music

Set-Up:

1. Pair (or group) students depending on how much equipment you have available.
2. Each pair or group with a set of flower sticks.



Activity Procedures:

1. Today we'll begin learning the basics of how to use flower sticks.
2. I will demonstrate (or show via YouTube), and then you and your partner will take turns trying each trick. After each trick, we'll discuss the forces of science that apply to flower stick performance.
3. Any time you hear the stop signal, hold your objects and listen for instruction.

Grade Level Progression:

- 6th: Students perform 1 or more basic skills from Level 1 of the activity card.
- 7th: Students perform all of the skills from Level 1 of the activity card.
- 8th: Students perform all Level 1 skills and 1 or more Level 2 Skills.



FLOWER STICKS

UNIVERSAL
DESIGN
ADAPTATIONS

- Provide physical assistance when/where appropriate.
- Allow students to perform rhythmic activities with the control sticks.

ACADEMIC
LANGUAGE

Growth Mindset, Grit, Perseverance

STANDARDS
& OUTCOMES
ADDRESSED

- **Standard 1 [7.a,c,e,f]** Demonstrate and apply mature movement forms and skill combinations competently in a variety of cooperative activities that include dynamic and unpredictable situations (a); Demonstrate basic abilities and safety precautions in recreational pursuits (e.g., in-line skating, orienteering, hiking, etc.) (c); Describe and demonstrate how movement is stabilized, to include balance (center of gravity and center of support) and planes of movement (e); Demonstrate the movement learning progression (practice, self or peer assess, correct, practice at a higher level, and reassess) for a specific skill or activity (f).
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- **Standard 2 [8.e]** Analyze movement progressions (practice, self or peer assess, correct, practice at a higher level, and reassess) of a specific skill and utilize feedback to improve the movement skills of self and/or others (e).

DEBRIEF
QUESTIONS

- **DOK 1:** How would you describe a ground start with the flower sticks?
- **DOK 2:** How is Newton's first law of motion related to performing a ground start?
- **DOK 3:** Thinking about Newton's Second Law of Motion, why is force an important component of Flower Stick performing? Elaborate with details about how force should/could be applied.
- **DOK 1:** What does perseverance mean?
- **DOK 2:** What sort of language would you use when encouraging someone to persevere? Provide examples.
- **DOK 3:** How is grit related to perseverance?

TEACHING
STRATEGY
FOCUS

Help students process content: After the class discusses movement and/or scientific concepts, allow them to return to their practice with a focus on the ideas that have been discussed. Circulate through the class and take time to have individual discussions to invoke deeper thinking and processing.

SPINNING PLATES

STUDENT TARGETS

- ✓ **Skill:** I will perform a beginner spin up with spinning plates.
- ✓ **Cognitive:** I will discuss and explain how center of gravity affects balance.
- ✓ **Fitness:** I will participate and actively engage in circus arts activities.
- ✓ **Personal & Social Responsibility:** I will remain focused, demonstrate grit, and work to overcome challenges related to circus arts skills and tricks.

TEACHING CUES

- ✓ Focus on Form
- ✓ Put in Work
- ✓ Be Patient with Yourself
- ✓ Stay Safe

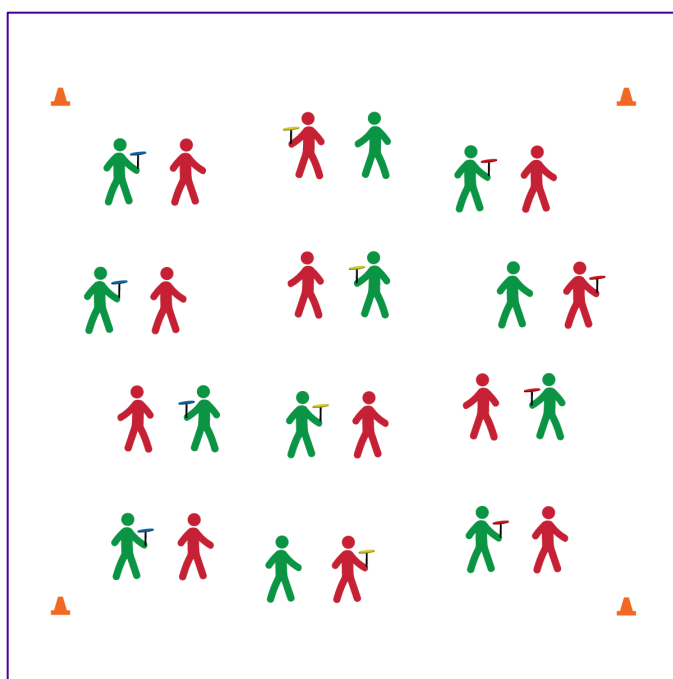
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 spinning plate and stick per student
- ✓ Circus Arts Activity Cards
- ✓ Music

Set-Up:

1. Pair (or group) students depending on how much equipment you have available.
2. Each student with a plate and stick.



Activity Procedures:

1. Today we'll begin learning the basics of plate spinning.
2. I will demonstrate (or show via YouTube), and then you and your partner will take turns trying each trick. After each trick, we'll discuss the forces of science that apply to spinning plates.
3. Any time you hear the stop signal, hold your objects and listen for instruction.

Grade Level Progression:

- 6th: Students perform 1 or more basic skills from Level 1 of the activity card.
- 7th: Students perform all of the skills from Level 1 of the activity card.
- 8th: Students perform all Level 1 skills and 1 or more Level 2 Skills.



SPINNING PLATES

UNIVERSAL
DESIGN
ADAPTATIONS

ACADEMIC
LANGUAGE

STANDARDS
& OUTCOMES
ADDRESSED

- Provide physical assistance when/where appropriate.

Personal Responsibility, Appropriate, Plan of Action

- **Standard 1 [8.c,d,e,l,j]** Demonstrate skill-related components of fitness (agility, balance, coordination, power, reaction time, and speed) specific to a variety of activities (c); Apply and demonstrate biomechanical principles of force, motion (laws of motion), rotation, and energy (d); Demonstrate balance (center of support and center of gravity) in a variety of activities (e); Explain the role of balance (center of support, center of gravity, planes of movement) in creating movement (i); Analyze movement performance and utilize feedback to learn or improve the movement skills of self and others (j).
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DEBRIEF
QUESTIONS

- **DOK 1:** What is balance?
- **DOK 2:** How does the plate's center of gravity influence its balance?
- **DOK 3:** How is acceleration related to plate spinning?
- **DOK 1:** How can you recognize appropriate decisions in physical education class?
- **DOK 2:** What do you notice about the decisions and behavior of students who successfully spun a plate?
- **DOK 3:** Can you describe the sequence of events that led up to a person learning how to spin a plate? Elaborate on the appropriate decisions required.

TEACHING
STRATEGY
FOCUS

Helps students engage in complex tasks: The steps and techniques for all circus arts skills are specific and complex for beginners. Provide bursts of complex challenge for students mixed with tasks that are more easily attainable. Then return to complex tasks with a fresh attitude and improved resolve. For example, practice the beginner spin up with all students, then pair students who can complete the task with students who cannot. Have students who can spin up the plate do so, and then hand the spinning plate to their partner allowing her/him to experience success with a Toss and Catch. This will build interest and motivation to master the complex task of spinning up the plate.

BALANCE CHALLENGES

STUDENT TARGETS

- ✓ **Skill:** I will perform 1 basic Spooner Board challenge.
- ✓ **Cognitive:** I will discuss and explain the mechanics of a pivot point.
- ✓ **Fitness:** I will participate and actively engage in circus arts activities.
- ✓ **Personal & Social Responsibility:** I will remain focused, demonstrate grit, and work to overcome challenges related to circus arts skills and tricks.

TEACHING CUES

- ✓ Focus on Form
- ✓ Put in Work
- ✓ Be Patient with Yourself
- ✓ Stay Safe

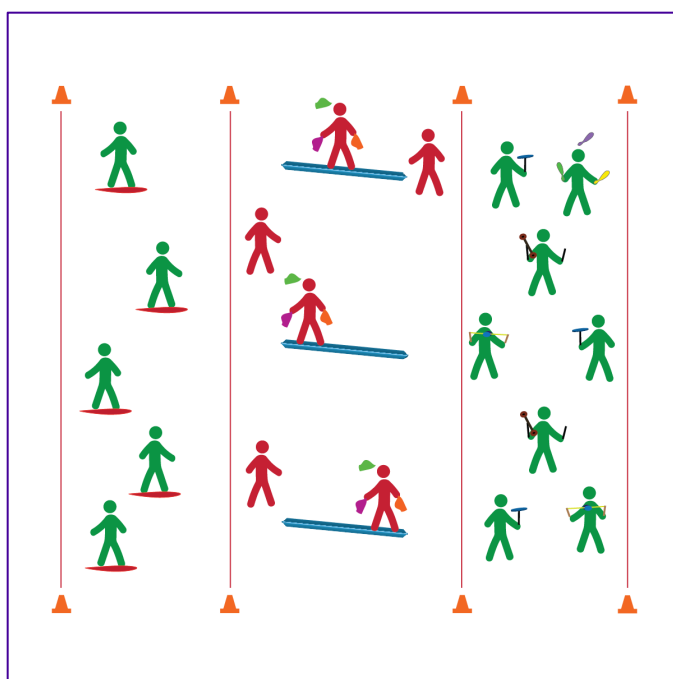
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 Spooner Board per 3 students
- ✓ 2 – 4 low balance beams
- ✓ 24 – 48 juggling scarves
- ✓ A variety of circus arts equipment for circus practice
- ✓ 3 cones
- ✓ 3 task tents
- ✓ Circus Arts Activity and Station Cards

Set-Up:

1. Create 3 activity areas (1 each for Spooner Boards, Low Balance Beam, circus practice) using cones, task tents, and station cards.
2. Break students into 3 groups, send each group to an activity area.



Activity Procedures:

1. Today we'll begin to practice several balance challenges. The object is to learn how to perform a circus arts trick while balancing on a board or beam.
2. At area 1, students will follow teacher instruction/demonstrations using Spooner Boards. At area 2, students will practice beam challenges, which includes scarf juggling on the beam. At area 3, students will review and practice other circus arts tricks with the object of their choice (spinning plates, diablo, flower sticks, or juggling objects).
3. Rotate stations every 5 to 10 minutes.
4. Any time you hear the stop signal, hold your objects and listen for instruction.

Grade Level Progression:

- 6th: Students perform scarf juggling on the balance beam or stationary Spooner Board.
- 7th: Students perform basic skills from 2 circus arts objects on the beam or stationary Spooner Board.
- 8th: Students perform a variety of circus arts skills while moving on the balance beam or Spooner Board.



BALANCE CHALLENGES

UNIVERSAL
DESIGN
ADAPTATIONS

- Use floor lines/markings instead of balance beams and boards.
- Provide physical assistance when/where appropriate.

ACADEMIC
LANGUAGE

Balance, Actively Engage, Pivot Point

STANDARDS
& OUTCOMES
ADDRESSED

- **Standard 1 [6.b]** Create and perform movement sequences in a rhythmic activity (b).
- **Standard 2 [6.a]** Refine and adapt individual and group activity skills by applying concepts of relationships, effort, spatial awareness, speed, and pathways (a).
- **Standard 2 [7.b,d]** Apply biomechanical principles (e.g., center of gravity, base of support) to understand and perform skillful movements (b); Analyze skill patterns and movement performance of self and others, detecting and correcting mechanical errors and describing balance in the planes of movement for selected movements (d).
- **Standard 2 [8.e]** Analyze movement progressions (practice, self or peer assess, correct, practice at a higher level, and reassess) of a specific skill and utilize feedback to improve the movement skills of self and/or others (e).
- **Standard 4 [8.b,c,d,h]** Identify and demonstrate proper etiquette, respect for others, integrity, and teamwork while engaging in physical activity and/or social dance (c); Demonstrate basic movements used in stress-reducing activities (d); Analyze and compare social and emotional benefits of participation in a variety of activities (h).

DEBRIEF
QUESTIONS

- **DOK 1:** What is balance?
- **DOK 1:** How can you recognize whether or not something is balanced?
- **DOK 2:** How would you compare (and contrast) balancing on the low beam with balancing on the Spooner Board?
- **DOK 1:** What is a pivot point?
- **DOK 2:** How can you change the pivot point of the Spooner Board?
- **DOK 3:** How is the board's pivot point related to different balance challenges and Spooner Board tricks?

TEACHING
STRATEGY
FOCUS

Help students examine similarities and differences: Students who find basic Spooner Board skills challenging will benefit from balance practice on a low foam beam. As students master the beam, help them explore and process the similarities between performing on the beam and performing on the Spooner Board. Next, prompt students to transfer what they've learned on the beam to the board.

CIRCUS PRACTICE

STUDENT TARGETS

- ✓ **Skill:** I will perform a minimum of 2 tricks/skills with the circus arts equipment of my choice.
- ✓ **Cognitive:** I will be discuss and explain how different scientific principles apply to circus arts.
- ✓ **Fitness:** I will use circus arts activities as an enjoyable way to manage stress and be social in a positive environment.
- ✓ **Personal & Social Responsibility:** I will remain focused, demonstrate grit, and work to overcome challenges related to circus arts skills and tricks.

TEACHING CUES

- ✓ Focus on Form
- ✓ Put in Work
- ✓ Be Patient with Yourself
- ✓ Stay Safe

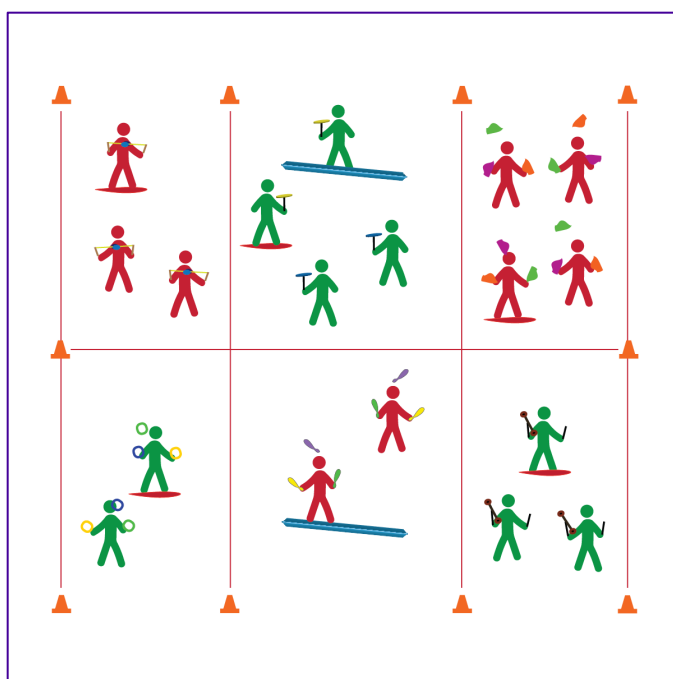
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ A variety of circus arts equipment
- ✓ Circus Arts Activity Cards
- ✓ Music

Set-Up:

1. Create several activity areas – 1 area for each type of circus arts equipment.
2. Provide Spooner Boards and balance beams for advanced practice.



Activity Procedures:

1. It's time for purposeful circus practice.
2. Choose a circus arts object and work to perfect your skills (Spooner Board, juggling objects, spinning plates, diabolo, or flower stick). You can work in pairs, groups, or as a solo performer.
3. On the start signal, collect the equipment you've chosen to use. Then, use the Circus Arts Activity Cards to help guide your practice.
4. Any time you hear the stop signal, hold your objects and listen for instruction.

Grade Level Progression:

See previous progressions and apply expectations to circus practice sessions.



CIRCUS PRACTICE

UNIVERSAL
DESIGN
ADAPTATIONS

- Substitute rhythmic movements for complex tricks.
- Provide physical assistance when/where appropriate.

ACADEMIC
LANGUAGE

Stress Management, Positive Environment, Focus, Grit

STANDARDS
& OUTCOMES
ADDRESSED

- **Standard 1 [6.b]** Create and perform movement sequences in a rhythmic activity (b).
- **Standard 2 [6.a]** Refine and adapt individual and group activity skills by applying concepts of relationships, effort, spatial awareness, speed, and pathways (a).
- **Standard 2 [7.b,d]** Apply biomechanical principles (e.g., center of gravity, base of support) to understand and perform skillful movements (b); Analyze skill patterns and movement performance of self and others, detecting and correcting mechanical errors and describing balance in the planes of movement for selected movements (d).
- **Standard 2 [8.e]** Analyze movement progressions (practice, self or peer assess, correct, practice at a higher level, and reassess) of a specific skill and utilize feedback to improve the movement skills of self and/or others (e).
- **Standard 4 [8.b,c,d,h]** Identify and demonstrate proper etiquette, respect for others, integrity, and teamwork while engaging in physical activity and/or social dance (c); Demonstrate basic movements used in stress-reducing activities (d); Analyze and compare social and emotional benefits of participation in a variety of activities (h).

DEBRIEF
QUESTIONS

- **DOK 1:** How can you recognize a positive environment?
- **DOK 2:** Can you explain how personal behavior affects a positive environment?
- **DOK 3:** How is a positive environment related to practicing circus arts routines?

TEACHING
STRATEGY
FOCUS

Help students practice skills: As students practice, encourage them to explore and define alternate ways of executing skills or using a particular piece of equipment. Create an environment that rewards exploration and risk taking, and highlight students who succeed in mastering a stunt that wasn't specifically taught in class.

CIRCUS COMBINATIONS

STUDENT TARGETS

- ✔ **Skill:** I will cascade juggle scarves while balancing on a Spooner Board or balance beam.
- ✔ **Cognitive:** I will neatly and accurately complete a Routine Planning Card.
- ✔ **Fitness:** I will focus on breathing and visualize successful participation just before practicing my complete routine.
- ✔ **Personal & Social Responsibility:** I will remain focused, demonstrate grit, and work to overcome challenges related to circus arts skills and tricks.

TEACHING CUES

- ✔ Focus on Form
- ✔ Put in Work
- ✔ Be Patient with Yourself
- ✔ Stay Safe

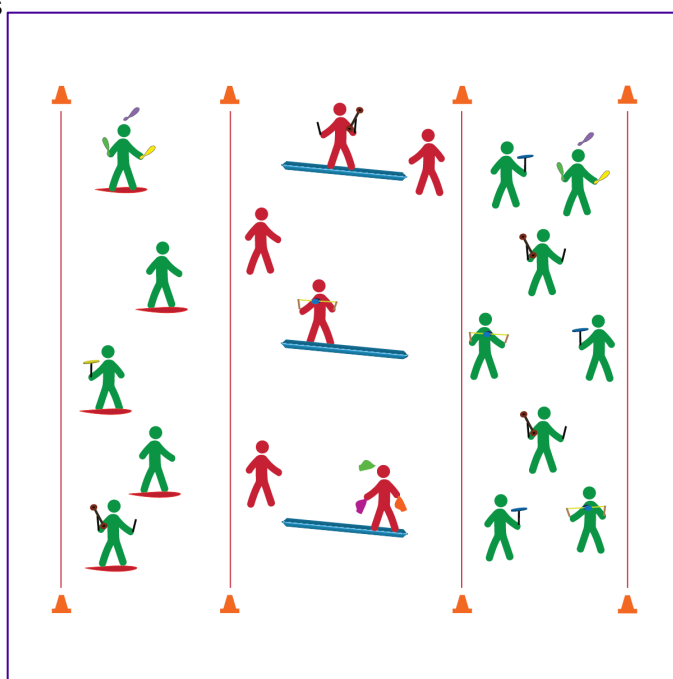
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ A variety of circus arts equipment
- ✔ Routine Planning Cards
- ✔ Music

Set-Up:

1. Create 3 areas (1 each for stationary practice, Spooner Board practice, and beam practice).
2. Create equipment areas for each type of circus arts equipment.



Activity Procedures:

1. It's time to build circus combinations by working to bring together the skills that you've learned into a choreographed performance.
2. You're required to use a balance apparatus (Spooner Board or balance beam) as well as one performance object (juggling objects, spinning plates, diabolo, or flower stick). You can work in pairs, groups, or as a solo performer.
3. On the start signal, collect the equipment you've chosen to use. Then, use the Circus Routine Planning Card to help guide your practice.
4. Any time you hear the stop signal, hold your objects and listen for instruction.

Grade Level Progression:

See previous progressions and apply expectations to circus combination routines.



CIRCUS COMBINATIONS

UNIVERSAL
DESIGN
ADAPTATIONS

- Substitute rhythmic movements for complex tricks.
- Provide physical assistance when/where appropriate.

ACADEMIC
LANGUAGE

Focus, Visualize, Practice, Grit, Growth Mindset

STANDARDS
& OUTCOMES
ADDRESSED

- **Standard 1 [6.b]** Create and perform movement sequences in a rhythmic activity (b).
- **Standard 2 [6.a]** Refine and adapt individual and group activity skills by applying concepts of relationships, effort, spatial awareness, speed, and pathways (a).
- **Standard 2 [7.b,d]** Apply biomechanical principles (e.g., center of gravity, base of support) to understand and perform skillful movements (b); Analyze skill patterns and movement performance of self and others, detecting and correcting mechanical errors and describing balance in the planes of movement for selected movements (d).
- **Standard 2 [8.e]** Analyze movement progressions (practice, self or peer assess, correct, practice at a higher level, and reassess) of a specific skill and utilize feedback to improve the movement skills of self and/or others (e).
- **Standard 4 [6.a,c]** List and demonstrate problem solving, conflict resolution, and decision-making skills (a); Reflect on completion of an improvement plan for a personally challenging skill or activity (c).
- **Standard 4 [7.c,d,e]** Explain the importance of cooperating with classmates, and demonstrate supportive behaviors that promote the inclusion and safety of others (c); Describe and demonstrate strategies for dealing with stress, such as deep breathing, guided visualization, and aerobic exercise (d); Demonstrate effective communication skills by providing feedback to a peer, using appropriate tone and other communication skills (e).

DEBRIEF
QUESTIONS

- **DOK 1:** How can you recognize a growth mindset?
- **DOK 2:** Can you explain how a growth mindset affects your self-talk?
- **DOK 3:** How could you adapt negative self-talk statements to create more positive, growth-mindset statements?
- **DOK 4:** Design and practice a circus arts routine using manipulative skills (e.g., juggling, plate spinning, etc.).

TEACHING
STRATEGY
FOCUS

Help students examine their reasoning: Developing a growth mindset requires students to become aware of their self-talk and how it impacts their performance and motivation to persevere. Oftentimes this requires a reflection and critique of attitudes and assumptions, which can be uncomfortable. Nurture students along this path with positive language, modeling the self-talk that is associated with a growth mindset.

CIRCUS PERFORMANCE

STUDENT TARGETS

- ✓ **Skill:** I will perform a circus arts routine with a group, with a partner, or as a solo act.
- ✓ **Cognitive:** I will execute my planned routine following the choreographed moves.
- ✓ **Fitness:** I will focus on breathing and visualize successful participation just before performing my routine.
- ✓ **Personal & Social Responsibility:** I will demonstrate responsible and respectful behaviors during all circus arts performances.

TEACHING CUES

- ✓ Have Fun
- ✓ Follow the Format
- ✓ Stay in Control
- ✓ Keep Going

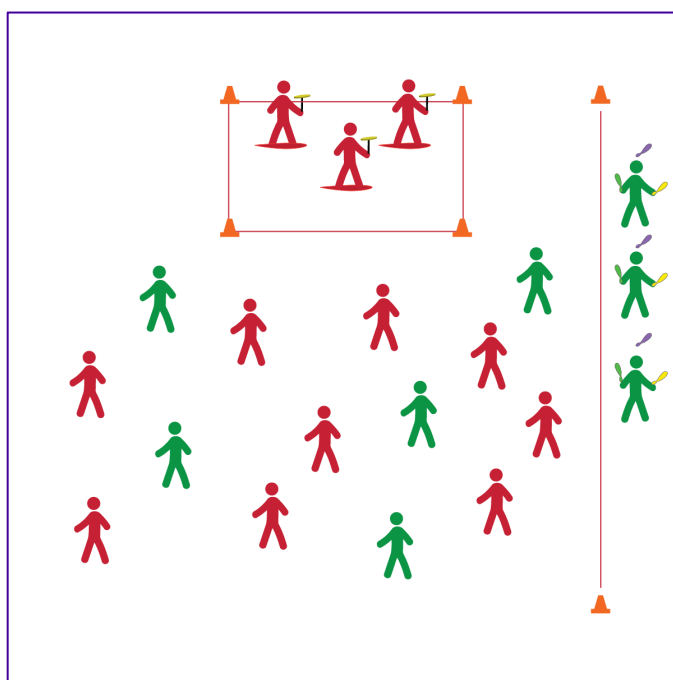
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ A variety of circus arts equipment
- ✓ Show Line-Up Cards
- ✓ Music
- ✓ Cones to mark areas
- ✓ Seating for audience

Set-Up:

1. Using cones (or other organization solutions), create a stage area, a green room waiting area, and an audience seating area.
2. Post the show lineup card so students know the order of performances.



Activity Procedures:

1. It's time to put all of our hard work in the circus spotlight!
2. You and your partner (or group, or solo act) will follow the show lineup. Enter the stage area from the green room waiting area when it's your turn. You'll perform your routine and then return to the audience.
3. Remember, I'm looking for skill performance, creativity, and fun! Do your very best, and if there are any hiccups or mistakes, just remember: the show must go on!

Grade Level Progression:

See previous progressions and apply expectations to circus performance sessions.



CIRCUS PERFORMANCE

UNIVERSAL DESIGN ADAPTATIONS

- Substitute rhythmic movements for complex tricks.
- Provide physical assistance when/where appropriate.

ACADEMIC LANGUAGE

Focus, Visualize, Perform, Grit, Growth Mindset

STANDARDS & OUTCOMES ADDRESSED

- **Standard 1 [8.c,d,e,l,j]** Demonstrate skill-related components of fitness (agility, balance, coordination, power, reaction time, and speed) specific to a variety of activities (c); Apply and demonstrate biomechanical principles of force, motion (laws of motion), rotation, and energy (d); Demonstrate balance (center of support and center of gravity) in a variety of activities (e); Explain the role of balance (center of support, center of gravity, planes of movement) in creating movement (i); Analyze movement performance and utilize feedback to learn or improve the movement skills of self and others (j).
- **Standard 4 [7.c,d,e]** Explain the importance of cooperating with classmates, and demonstrate supportive behaviors that promote the inclusion and safety of others (c); Describe and demonstrate strategies for dealing with stress, such as deep breathing, guided visualization, and aerobic exercise (d); Demonstrate effective communication skills by providing feedback to a peer, using appropriate tone and other communication skills (e).

DEBRIEF QUESTIONS

- **DOK 1:** How would you describe visualization as it relates to your circus arts performance?
- **DOK 2:** How can you apply what you know about visualization to develop a pre-performance routine?
- **DOK 3:** As you visualize your routine, can you describe the sequence of your performance? Provide as many details as possible.
- **DOK 4:** Practice and perform a circus arts routine using manipulative skills (e.g., juggling, plate spinning, etc.).

TEACHING STRATEGY FOCUS

Help students represent knowledge: The creation and performance of a circus arts routine represents the highest level of student growth. It allows students to create their own interpretation of the content being presented. Truly rigorous teaching and learning will produce students who display active engagement, self-challenge, creative thinking, and a desire for excellence.

SAMPLE LESSON PLAN

FOCUS OUTCOMES

- ✔ **Standard 2 [7.b,d]** Apply biomechanical principles (e.g., center of gravity, base of support) to understand and perform skillful movements (b); Analyze skill patterns and movement performance of self and others, detecting and correcting mechanical errors and describing balance in the planes of movement for selected movements (d).
- ✔ **Standard 4 [7.c,d,e]** Explain the importance of cooperating with classmates, and demonstrate supportive behaviors that promote the inclusion and safety of others (c); Describe and demonstrate strategies for dealing with stress, such as deep breathing, guided visualization, and aerobic exercise (d); Demonstrate effective communication skills by providing feedback to a peer, using appropriate tone and other communication skills (e).

FOCUS TARGETS

- ✔ **Skill:** I will perform cascade juggling with scarves.
- ✔ **Cognitive:** I will discuss and explain Newton's first law of motion.
- ✔ **Fitness:** I will participate and actively engage in circus arts activities.
- ✔ **Personal & Social Responsibility:** I will remain focused, demonstrate grit, and work to overcome challenges related to circus arts skills and tricks.

ACADEMIC LANGUAGE

- ✔ Juggle
- ✔ Cascade
- ✔ Gravity
- ✔ Newton's Laws of Motion

SELECTED ASSESSMENT

- ✔ Exit Slips

SAMPLE LESSON PLAN

	TRANSITION NOTES	ACTIVITY	DEBRIEF
<p>1 INSTANT ACTIVITY</p>	<p>Students enter and begin Toss 3 activity using juggling bean balls. Level 2 progression: Students must toss from dominant hand to partner's dominant hand. Level 3 progression: From non-dominant hand to partner's non-dominant hand.</p>	<p>➔</p> <p>Toss 3 (OPEN Instant Activities) Using Juggling Balls</p>	<ul style="list-style-type: none"> ✔ DOK 1: What is gravity? ✔ DOK 2: Can you explain how tossing and catching is affected by gravity?
<p>2 LEARNING TASK</p>	<p>After short debrief, show the following juggling video: https://youtu.be/xRSq-qZQLF4 Discuss the purpose of the Circus Arts Module. Then, students collect 3 scarves each and find on open space facing the front of the class.</p>	<p>➔</p> <p>Basic Juggling</p>	<ul style="list-style-type: none"> ✔ DOK 1: What is Newton's first law of motion? ✔ DOK 2: How does gravity affects the inertia of objects being juggled? ✔ DOK 3: Elaborate on each aspect of juggling that is related to Newton's first law of motion.
<p>3 LEARNING TASK</p>	<p>Advanced Juggling equipment is set up in stations at each corner of the activity area. Let students know they can continue with scarf juggling at the scarf station. Allow students to move freely to any station that they'd like to try for the remainder of the class period.</p>	<p>➔</p> <p>Advanced Juggling</p>	<ul style="list-style-type: none"> ✔ DOK 1: What is grit? ✔ DOK 2: How can grit help you learn how to juggle? ✔ DOK 3: How is grit related to goal setting and action planning?
<p>4 EXIT ASSESSMENT</p>	<p>Exit slip using the debrief questions:</p> <ul style="list-style-type: none"> ✔ DOK 4: If you were going to interview classmates about how grit helps them succeed in physical education class, what questions would you ask? 		

ACCELERATION

(noun)

Increase in the rate or speed of an object or process. In physics, it is the rate of change of velocity per unit of time.

*James knows that **acceleration** is an important aspect of plate spinning, so he has been practicing his ability to increase the speed of the plate.*

ACTIVELY ENGAGE

(noun)

To participate in an activity while showing genuine interest and a desire for excellence.

*Daisy wants to master cascade juggling, so she is **actively engaged** in every circus arts lesson.*

APPROPRIATE

(adjective)

Correct or right for a given situation or setting.

*Circus skills can be very difficult, so it's **appropriate** to give classmates as much encouragement as possible.*

BALANCE

(noun)

An even distribution of weight which allows someone or something to stay upright and steady.

*Ty slowly shifted his weight back and forth before he has able to find his **balance** on the Spooner Board.*

CASCADE

(verb)

- 1) To fall downward rapidly.
- 2) To arrange in a series or sequence.

*Watching all of the scarves **cascade** through the air during our first juggling lesson made Ms. Cronin happy.*

CENTER OF GRAVITY

(noun)

A single point from which the entire weight of an object acts and is concentrated, so that if it were the point of support with a level surface, the object would remain perfectly balanced.

*When the plate was spinning fast enough, Caleb slid the control stick the plate's **center of gravity** so it would balance and continue to spin.*

COPE

(verb)

To deal with or handle something difficult.

*Izzi was able to **cope** with her feelings of frustration and continue her juggling practice until she was able to juggle 3 rings.*

FOCUS

(verb)

To pay close attention to someone or something.

*Cammy was able to **focus** on performing diabolo tricks while also balancing on the balance beam.*

GRAVITY

(noun)

The force that attracts a body/ object toward the center of the earth, or toward any other physical body having mass.

***Gravity** is the force that makes the flower stick crash into the floor.*

GRIT

(noun)

**Courage, resolve, strength
of character.**

*Jorge showed his **grit** when he worked hard to master and then perform a very difficult circus arts routine.*



GROWTH MINDSET

(noun)

Defined by psychologist Carol Dweck as a belief that abilities can be developed through dedication and hard work; raw talent and common knowledge are just starting points.

*Elyse has a **growth mindset**. She understands that making mistakes when she practices will help her learn correct form and technique as long as she tries her hardest.*

INDIVIDUAL CHALLENGE

(noun)

A task or situation that tests an individuals abilities and knowledge.

*The **individual challenges** in circus arts class are new to most students and will test their desire to learn.*

JUGGLE

(verb)

To continuously toss a number of objects in to the air and catch them. At least one object remains in the air while the juggler juggles the others.

*Mattie can **juggle** 4 scarves using column patterns.*

NEWTON'S LAWS OF MOTION

(noun)

A set of 3 physical laws that lay the foundation for scientific mechanics.

- 1) The Law of Inertia;**
- 2) The Law of Acceleration;**
- 3) The Law of Action and Re-action.**

*Daniel connected his circus arts skills to science class by using **Newton's Laws of Motion.***



OVERCOME

(verb)

To succeed in dealing with a problem or challenge.

*It took Andi two P.E. lessons to finally **overcome** her difficulty with basic plate spinning challenges.*

PERSEVERANCE

(noun)

The ability to continue in doing something difficult despite challenge, uncomfort, or delay.

*Jaqui showed incredible **perseverance** when he set aside his initial embarrassment in order to practice and master the Diabolo challenges.*

PIVOT POINT

(noun)

**The center of any rotational system
(such as a lever).**

*The **pivot point** of the flower stick is the spot where the control stick pushes on the flower stick.*

PLAN OF ACTION

(noun)

A complete set of steps to be taken in order to achieve a goal.

*Ben and Ethan's **plan of action** included actively engaging in circus arts class, practicing together after school, and practicing on their own at home.*

POSITIVE ENVIRONMENT

(noun)

An environment in which people respect, encourage, and support one another at all times.

*Even though the circus art's challenges are extremely difficult, Mr. Hart's PE class was a **positive environment** for learning filled with fun and encouragement.*

PRACTICE

(verb)

To perform an activity or exercise repeatedly and/or regularly in order to improve or maintain skill.

*Emily dedicated 10 minutes each night to **practicing** her juggling routine*

RESPONSIBILITY

(noun)

The state of having a duty or obligation.

*Christi had a **responsibility** to her groupmates to actively engage in each practice for their circus arts routine.*

SAFE

(adjective)

**Protected against physical, social,
and emotional harm.**

*The physical education classroom is a place
where students feel **safe** to take risks and
try new activities.*

STRESS MANAGEMENT

(noun)

Techniques used for controlling a person's level of stress in response to specific challenges, hardships, or routine demands.

*Juggling became so enjoyable and relaxing for Kecia that she began to use it for **stress management** during study breaks at testing time.*

VISUALIZE

(verb)

To make a mental image of an object, setting, or action.

*Mr. Stone taught his students to **visualize** good form and technique in preparation for their circus arts performances.*

WIND RESISTANCE

(noun)

A type of friction caused by the air flowing in opposition around a moving object.

***Wind resistances** slows juggling scarves down, which helps them float slow enough to catch and toss during basic juggling practice.*

ACTIVITY CARDS

SCARF JUGGLING

Activity Name	Description	Forces of Science
PART 1		
Diagonal Toss / Catch 1 Scarf	<p>Hold 1 scarf by pinching it in the center.</p> <ul style="list-style-type: none"> Toss the scarf up and across your body, high above your opposite shoulder. As the scarf falls, catch it in the opposite hand. Toss it back, up and across over the shoulder on the side it started. This creates an X shape. 	Discuss Gravity
Crisscross Toss / Toss Catch / Catch 2 Scarves	<p>Hold 2 scarves, 1 in each hand by pinching them in the center.</p> <ul style="list-style-type: none"> Toss the scarf in your dominant hand up and across, high above your opposite shoulder. As that scarf gets to its highest point, toss the 2nd scarf up and across so that it travels underneath the 1st scarf. Create an X shape. Catch the 1st scarf and then catch the 2nd scarf. After both scarves are caught, they should end up opposite from where they started. 	Discuss Newton's 1 st Law of Motion
Cascade (X Pattern) with 3 Scarves	<p>Hold 3 scarves, 2 in one hand (pinch 1 w/thumb and index finger, the other between the middle and index fingers) and 1 in the other.</p> <ul style="list-style-type: none"> Toss 1 scarf from the hand holding 2. All tosses should be made as described above. As soon as the 1st reaches its peak, toss the scarf from the hand holding only 1. Catch the 1st scarf on its way down. Toss the 3rd scarf under the 2nd. Continue in an X shape. 	Discuss Wind Resistance
PART 2		
2 Columns Left / Right with 1 Hand	<p>Start with 2 scarves in 1 hand.</p> <ul style="list-style-type: none"> Toss 1 scarf straight up, high in front of you. When the 1st scarf is at its peak, toss the 2nd scarf straight up to the right of it. Catch the 1st scarf and toss it again in the same column as it was first tossed. Continue alternating tosses with 2 scarves and 1 hand. Practice in your dominant hand for several minutes, then try with your non-dominant hand. 	
3 Columns Left / Right / Center	<p>Start with 2 scarves in one hand and 1 scarf in the other.</p> <ul style="list-style-type: none"> From the hand with 2 scarves, toss 1 straight up in the center of your body. When the 1st scarf is at its peak, toss the other 2 scarves straight up to the left and right of the center scarf. Catch the 1st and toss it up again in the center column. Repeat this pattern (1-2-1-2), keeping the scarves in their own columns. 	
4 Columns Left / Left-Center / Right-Center / Right	<p>Start with 2 scarves in each hand (4 scarves total).</p> <ul style="list-style-type: none"> Toss 2 scarves (1 from each hand) straight up in 2 columns, leaving enough room for a column in between. When the first 2 scarves are at their peak, toss the other 2 scarves straight up in the space in between and to the right of the tossed scarves. This will create 4 columns (alternating up/down). Catch the 1st scarves and toss them again in the same columns as before. Continue alternating tosses. 	

Allow students to progress at a comfortable pace.

ACTIVITY CARDS

ADVANCE JUGGLING

Activity Name	Description	Forces of Science
PART 1		
Juggling Balls Cascade	<p>Follow the same progression used for scarf juggling.</p> <ul style="list-style-type: none"> • 1 Ball: Diagonal Toss/Catch • 2 Balls: Crisscross Toss/Toss, Catch/Catch • 3 Balls: Cascade (X Pattern) 	Discuss Gravity
Juggling Rings Cascade	<p>Follow the same progression used for scarf juggling.</p> <ul style="list-style-type: none"> • Note: Release the rings high above the opposite shoulder with a small snap of the wrist. The spin will keep the ring from tilting out of control and make it easier to catch. • 1 Ring: Diagonal Toss/Catch • 2 Ring: Crisscross Toss/Toss, Catch/Catch • 3 Ring: Cascade (X Pattern) 	Discuss Newton's 1 st Law of Motion
Juggling Clubs Cascade	<p>Follow the same progression used for scarf juggling.</p> <ul style="list-style-type: none"> • Note: Hold clubs in the middle of the handles, pointing the top of the club to the floor. Toss above your head with a flip, rotating it 1 full turn toward your body. Catch it on the handle. • 1 Club: Diagonal Toss/Catch • 2 Clubs: Crisscross Toss/Toss, Catch/Catch • 3 Clubs: Cascade (X Pattern) 	Discuss Center of Gravity
PART 2		
1-Handed	<p>Choose either rings, balls, or clubs. Then start with 2 in 1 hand.</p> <ul style="list-style-type: none"> • Toss 1 object straight up, high in front of you. • When the 1st object is at its peak, toss the 2nd one straight up to the right of it. • Catch the 1st object and toss it again in the same column as it was first tossed. Continue alternating tosses with 2 objects and 1 hand. • Practice in your dominant hand for several minutes, then try with your non-dominant hand. 	
3 Columns	<p>Start with 2 objects in 1 hand and 1 object in the other.</p> <ul style="list-style-type: none"> • From the hand with 2 objects, toss 1 straight up in the center of your body. • When the 1st object is at its peak, toss the other 2 straight up to the left and right of the center object. • Catch the 1st and toss it up again in the center column. Repeat this pattern (1-2-1-2), keeping the objects in their own columns. 	
Routine Performance	<p>Create a sequence alternating cascade, 1-handed, and column juggling.</p>	

Search the Web for a billion tricks to add to the collection of challenges.

ACTIVITY CARDS

DIABOLO

Activity Name	Description	Forces of Science
PART 1		
On A Roll	<p>Start with the diabolo in front of you on the floor, positioned to roll side-to-side.</p> <ul style="list-style-type: none"> • Hold sticks in both hands, string looped under the diabolo. • Roll the diabolo from right to left (or left to right). • When ready, lift the diabolo off the floor and continue with a drumstick motion. Control movement with the wrists. • Adjust the sticks in order to keep the diabolo balanced. 	Discuss Newton's 1 st Law of Motion
Accelerate	<p>Start with the diabolo up and spinning on the string.</p> <ul style="list-style-type: none"> • As the diabolo is spinning, wrap the string around it 1 time. • Swing the diabolo up and to the right. At its peak, pull the right stick down toward the left stick (keeping it over the diabolo as it moves). The left stick stays in place. • Repeat this to increase speed. 	Discuss Newton's 2 nd Law of Motion
Turns	<p>Start with the diabolo up and spinning on the string.</p> <ul style="list-style-type: none"> • As the diabolo is spinning, adjust the sticks and string so that the bottom of one stick can just reach the far cup of the diabolo. • Tap the cup gently to make very small turns in the direction that you'd like to face. Tap the cup nearest your body to make small turns back. 	Discuss Newton's 3 rd Law of Motion
PART 2		
Big Sun	<p>The object is to turn your body 360 degrees, bringing the diabolo in a complete circle up and over your head.</p> <p>Start with the diabolo up and spinning on the string.</p> <ul style="list-style-type: none"> • Gently swing the diabolo over to one side. • Keep your arms, wrists, and sticks firm and swing the diabolo in the opposite direction with a full turn of your body. • When you've mastered 1 full turn, try this: stop your body as the diabolo comes down in an arch, allow it to swing up, and as it comes back down, turn 360 again (the opposite direction as the 1st turn). 	
Basic Throw	<p>The object is to toss the diabolo up so that it jumps off of the string and then catch it so it continues to spin back on the string.</p> <p>Start with the diabolo up and spinning on the string.</p> <ul style="list-style-type: none"> • Bring the sticks slightly together to create slack (make the string smile), the diabolo in the center and below the sticks. • Pull the strings out and taught in order to launch the diabolo into the air. • Point one stick at the diabolo and catch it just underneath the stick. • Give with the catch, allowing a little slack (smile) to soften the impact of the diabolo. 	
Throw Start	<p>Hold both sticks in one hand and the diabolo in the other. Hold it by the cup in between your fingertips.</p> <ul style="list-style-type: none"> • Toss the diabolo up with a slight spin, keeping it parallel to the floor. • Catch it in the center of the string and begin the drumstick motion. 	

Search the Web for amazing diabolo demonstration videos.

ACTIVITY CARDS

FLOWER STICKS

Activity Name	Description	Forces of Science
PART 1		
Ground Start	<p>Kneel on the ground with the flower stick in front of you.</p> <ul style="list-style-type: none"> Control sticks should be parallel with the floor. The flower stick should be resting on 1 control stick, with the other end on the floor in between the control sticks. Lift the flower stick upward with the control stick. The top end will follow an arc pathway, falling on the opposite control stick. Continue lifting up on the stick so that it goes back and forth between control sticks. Gradually bring the flower stick up off of the floor. 	Discuss Newton's 1 st Law of Motion
Tick Tock	<p>Begin using a ground or standing start.</p> <ul style="list-style-type: none"> Lift the control sticks up, perpendicular with the floor/ground. As the top control stick lifts up, the bottom control stick should make contact with the bottom of the flower stick. Lift up to reverse the flower stick's position. Tick-tock the flower stick between the 2 control sticks. 	Discuss Newton's 3 rd Law of Motion
Standing Start	<p>Stand with the control sticks parallel to the ground. Lay the flower stick across the top of the control sticks.</p> <ul style="list-style-type: none"> Drop 1 control stick out from underneath the flower stick. As the side rotates down, lift slightly with the stick still in contact with the flower stick. Bring the sticks into position and begin a tick-tock motion. 	Discuss Newton's 2 nd Law of Motion
PART 2		
Basic Flip	<p>Get ready by finding a controlled tick-tock rhythm.</p> <ul style="list-style-type: none"> As the flower stick comes into contact with the control stick in your dominant hand, lift straight up with increased force and speed. Move the other control stick down and to the outside of your body to catch the flower stick. Continue to tick-tock the flower stick after it's caught. 	
Top Idle	<p>Get ready by finding a controlled tick-tock rhythm.</p> <ul style="list-style-type: none"> Contact the flower stick just above center and push it up to tick-tock back to the other side. Contact the flower stick in the same spot and begin to tick-tock in this manner. 	
Helicopter	<p>Tick-tock with the Top Idle technique.</p> <ul style="list-style-type: none"> Choose 1 control stick (right or left) and begin to slowly push the flower stick outward and around as well as up. The opposite control stick will collect the flower stick and scoop it inward as well as up. As this happens, the control sticks will move closer together. The closer they are, the faster the helicopter. 	
Propeller	<p>Get ready by finding a controlled tick-tock rhythm.</p> <ul style="list-style-type: none"> The object is to spin the flower stick on 1 control stick. Bring the control stick toward the center of the flower stick and spin or scoop in a tight inward rotation. Practice with both the right and left hands. 	
Flower sticks are a modified version of performance devil sticks.		

ACTIVITY CARDS

SPINNING PLATES

Activity Name	Description	Forces of Science
PART 1		
Beginner Spin Up	<p>Start with the stick on the rim of the plate.</p> <ul style="list-style-type: none"> Slowly start turning the plate in circles, moving the stick in circles with a wrist motion. Increase speed with circular wrist motion. As speed increases, stop spinning and hold stick firm, bringing the tip into center position on the plate. 	Discuss Center of Gravity
Toss and Catch	<p>Start with the plate spinning and the stick straight up and down.</p> <ul style="list-style-type: none"> Start with a small upward toss (an inch or less). As the plate lands, "give" with the stick to cushion the landing. Gradually increase the distance of the toss. 	Discuss Newton's 1 st Law of Motion
Curls	<p>As the plate spins, hold the stick near the top, below the plate.</p> <ul style="list-style-type: none"> Curl the stick and plate down toward your hip so that it moves under your arm. Pass the stick behind your back to your other hand and then up and under your other arm. 	Discuss Balance
Flip Catch	<p>Start with the plate spinning.</p> <ul style="list-style-type: none"> Toss the plate up as high as you can while still successfully catching it. As the plate is in the air, flip the stick and catch the plate with the other end. 	Discuss Newton's 3 rd Law of Motion
PART 2		
Throw Start	<p>Hold the plate with both hands, using fingertips around the rim of the plate. Hold the stick ready in your dominant palm.</p> <ul style="list-style-type: none"> Toss and spin the plate up in the air. Quickly position the stick to catch the spinning plate. 	
Finger Spin	<p>Start with the plate spinning.</p> <ul style="list-style-type: none"> Quickly swap the stick for the index finger of your opposite hand. Try this trick with a small toss from the stick to your finger. 	
Two Plates	<p>Hold a stick and a plate (hanging in starting position) in each hand</p> <ul style="list-style-type: none"> Start spinning the plate in your non-dominant hand first. When that plate is spinning successfully, begin the other plate. When you've mastered this technique, try holding only 1 plate, spinning it, and then picking up the 2nd stick/plate combination while the 1st is spinning. In this way you can add more and more sticks and plates. 	
Partner Plate Pass	<p>Stand across from a partner, about 3 to 5 feet away. Both partners begin spinning a plate.</p> <ul style="list-style-type: none"> On an agreed count (e.g., 1,2,3, toss!), toss the plate toward your partner's stick. Both partners toss at the same time. One will agree to toss over and one will agree to toss under in order to avoid a collision. 	

Be sure to tell students that spinning plates are specially designed for performance. DO NOT try spinning plates from a kitchen cabinet!

ACTIVITY CARDS

BALANCE CHALLENGES

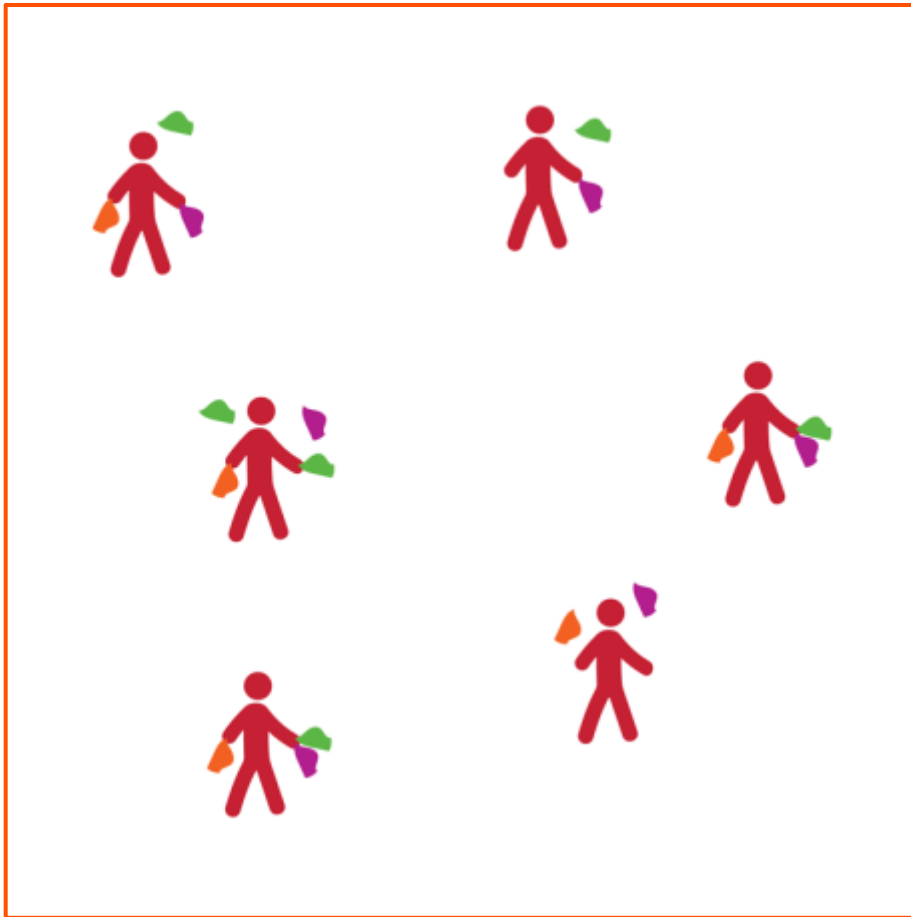
Activity Name	Description	Forces of Science
SPOONER CHALLENGES		
Spooner Board Basic Balance	Start with your feet on the grit paper on each side board. <ul style="list-style-type: none"> Rock slowly from side to side. Gradually settle the board in the center and hold a balanced stance. 	Discuss Center of Gravity
Spooner Board Tick Tack	Start in a basic balance stance. <ul style="list-style-type: none"> Shift weight to 1 foot (this is your pivot foot) and pivot so the opposite foot glides forward (this is your slide foot). As the slide foot comes forward, shift weight to the front and then back to the original pivot foot (a rocking motion). Pivot back to your original balance stance, shifting weight back and forth from slide foot to pivot foot and then repeating this tick-tock motion. 	Discuss the Mechanics of a Pivot Point
Spooner Board Around the Clock	Start in a basic balance stance. <ul style="list-style-type: none"> Shift weight to 1 foot (this is your pivot foot) and pivot clockwise a quarter turn. Rock down by shifting weight down on slide foot in this position and then back to pivot foot. Pivot clockwise another quarter turn and rock down again. Repeat with a total of 4 quarter turns. Each quarter turn represents 15 minutes on the clock. You'll rock at 3, 6, 9 and 12 o'clock positions. Try this same trick counter-clockwise. 	Discuss Newton's 1 st Law of Motion
Spooner Board 360	Start in a basic balance stance. <ul style="list-style-type: none"> Wind your body by twisting your upper body in the opposite direction from the direction you'd like to spin. Quickly unwind your body as you shift your weight to a pivot. As you spin, experiment with the position of your feet in order to spin on different parts of the spooner board. Try this both clockwise and counter-clockwise. 	Discuss Newton's 3 rd Law of Motion

BEAM CHALLENGES

Beam Walk	Before you can perform circus tricks on the beam, be sure you can walk on the beam with confidence. <ul style="list-style-type: none"> Stand on the beam with 1 foot in front of the other. Keep your center of gravity over the beam. Extend arms to the side if needed. As you step, keep your foot close to the beam in order to keep your center of balance over the beam. Experiment with different arm positions and a variety of step lengths.
Beam Poses	Start by standing on the beam with 1 foot in front of the other. Keep your center of gravity over the beam. <ul style="list-style-type: none"> Experiment with different positions and poses on the beam. For example, 1-foot poses, low-level poses, high-level poses, wide poses, or narrow poses. When ready, begin basic scarf juggling while on the beam.

Quickly add manipulative performance equipment (like juggling scarves) to the beam challenges; students will get board of the beam quickly.

SCARF JUGGLING



2 Scarf Challenges

- ✓ Crisscross
- ✓ 2 Columns (Right Hand Only)
- ✓ 2 Columns (Left Hand Only)

3 Scarf Challenges

- ✓ Cascade
- ✓ 3 Column (Left / Right / Center)

4 Scarf Challenge

- ✓ 4 Columns

JUGGLING BALLS

2 Juggling Ball Challenges

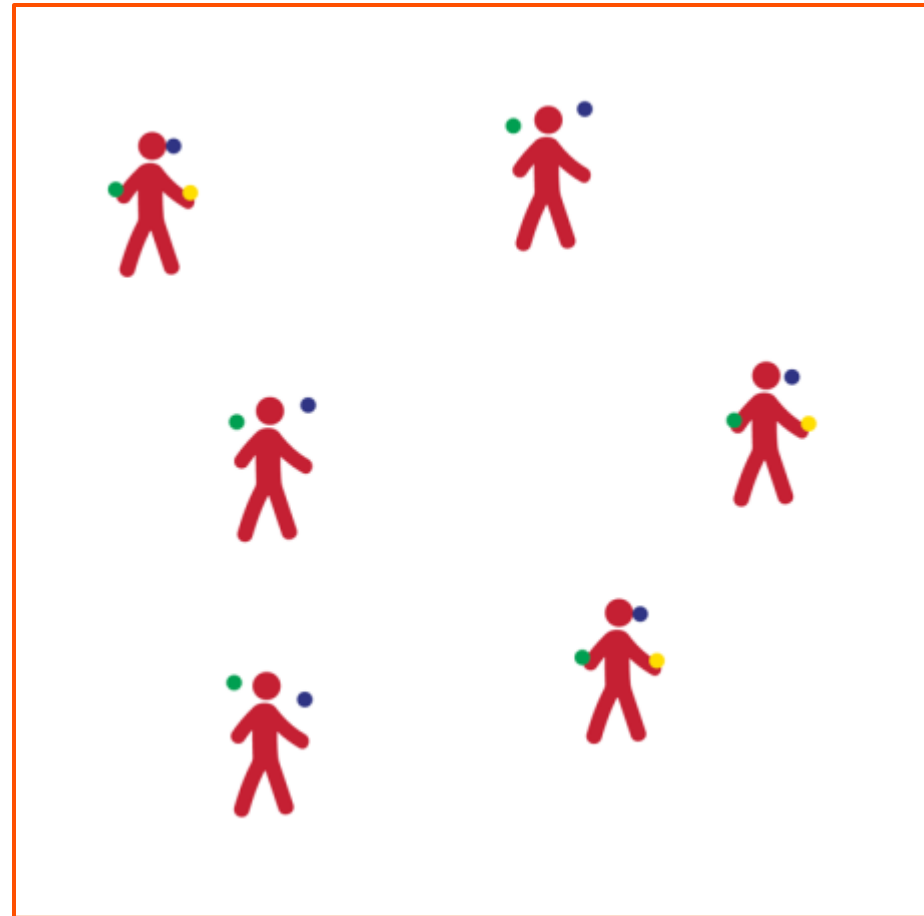
- ✓ Crisscross
- ✓ 2 Columns (Right Hand Only)
- ✓ 2 Columns (Left Hand Only)

3 Juggling Ball Challenges

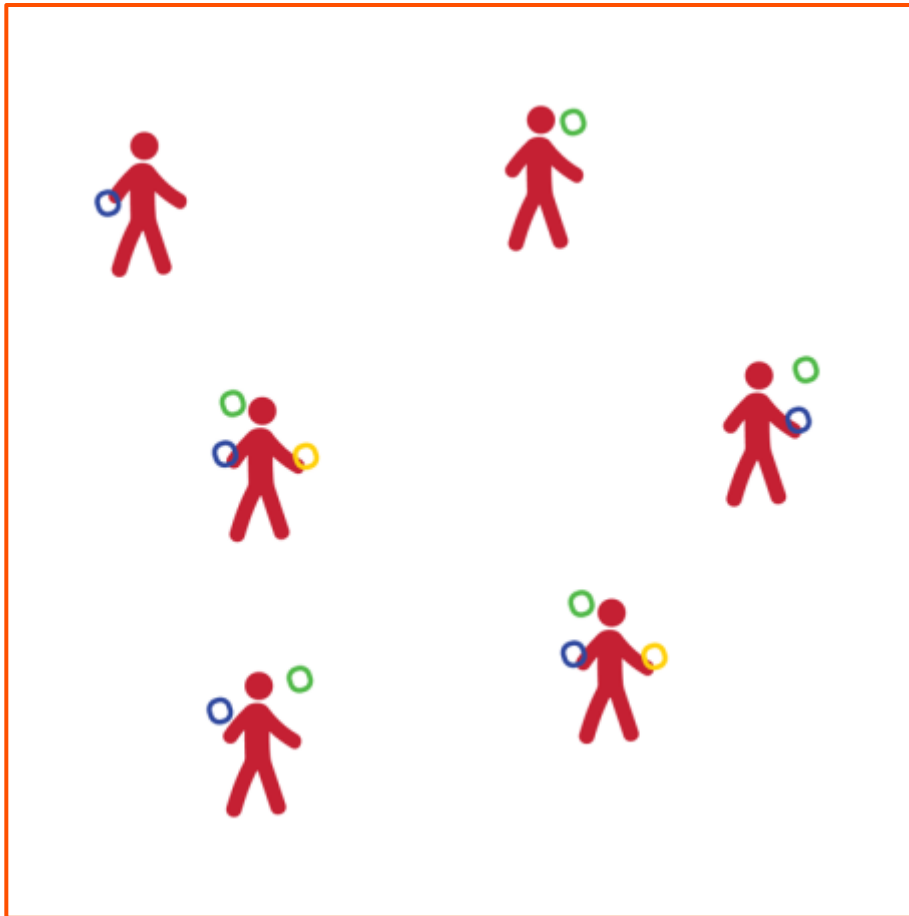
- ✓ Cascade
- ✓ 3 Column (Left / Right / Center)

4 Juggling Ball Challenges

- ✓ 4 Columns



JUGGLING RINGS



1 Juggling Ring Challenges

- ✔ Toss and Catch (1 hand)
- ✔ Toss and Catch (2 hands)

2 Juggling Rings Challenges

- ✔ Crisscross
- ✔ 2 Columns (Right Hand Only)
- ✔ 2 Columns (Left Hand Only)

3 Juggling Rings Challenges

- ✔ Cascade
- ✔ 3 Column (Left / Right / Center)

4 Juggling Rings Challenges

- ✔ 4 Columns

JUGGLING CLUBS

1 Juggling Club Challenges

- ✔ Toss and Catch (1 hand)
- ✔ Toss and Catch (2 hands)

2 Juggling Clubs Challenges

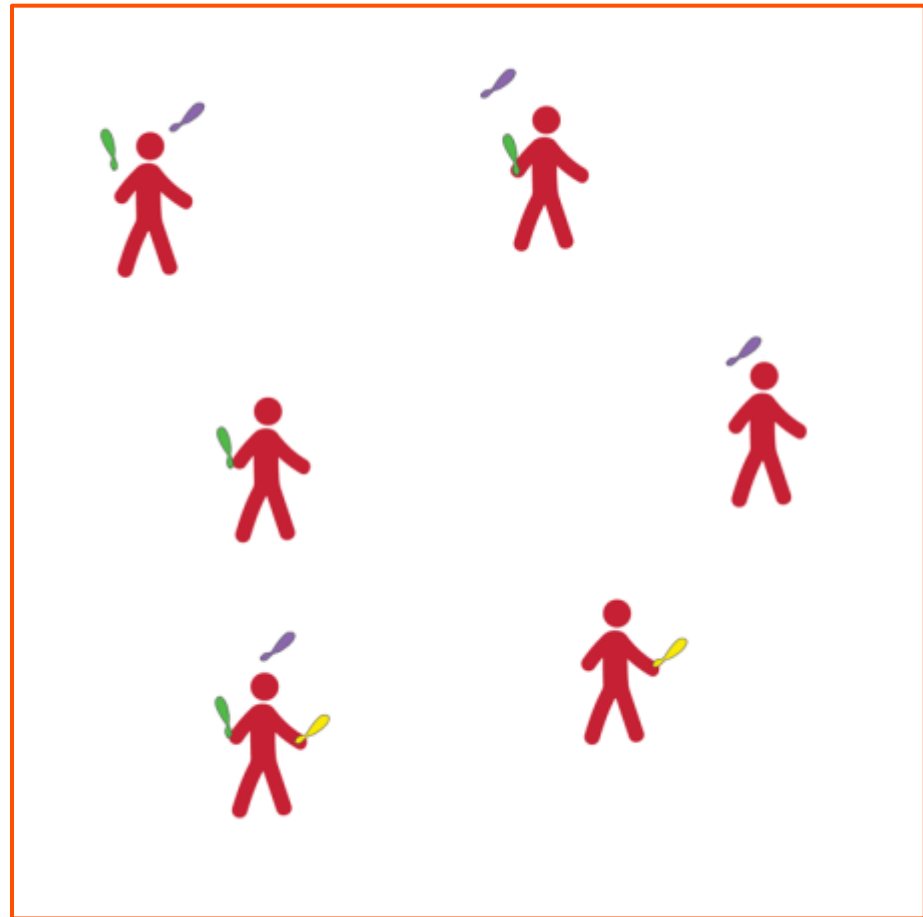
- ✔ Crisscross
- ✔ 2 Columns (Right Hand Only)
- ✔ 2 Columns (Left Hand Only)

3 Juggling Clubs Challenges

- ✔ Cascade
- ✔ 3 Column (Left / Right / Center)

4 Juggling Clubs Challenges

- ✔ 4 Columns



NEWTON'S LAWS

The Law of Inertia

An object at rest will stay at rest unless acted on by a force.

An object in motion will stay in motion unless acted on by a force.

NEWTON'S LAWS

The Law of Acceleration

Force = Mass X Acceleration

Acceleration is produced when a force acts on an object.

The greater the mass of the object, the more force is needed to create acceleration.

NEWTON'S LAWS

The Law of Action and Re-Action

For every action there is an equal and opposite re-action.



JUGGLING STATION





PLATE SPINNING STATION





DIABOLO STATION





FLOWER STICK STATION





SPOONER BOARD STATION





LOW BALANCE BEAM STATION





CIRCUS PRACTICE STATION



TEACHER TIPS

Juggling (Scarves, Balls, Rings, or Clubs)

- ✓ If students are walking forward when juggling, it usually means that one hand is throwing the ball forward. Prompt students to focus on having both hands make the same throw. Standing with a wall in front in them can help alleviate this problem.
- ✓ If students tend to get lower and lower as they juggle, it means that one hand isn't throwing the object as high as the other hand. Prompt students to focus on tossing the same height with both hands.
- ✓ If the balls or scarves keep colliding, it means that students are throwing the objects straight up rather than up and across. Prompt students to focus on keeping the 'X' pattern high and across their bodies to avoid collisions.
- ✓ Juggling is all about rhythm. Some people have a tendency to focus on throwing and catching but lose control quickly. It may help to move hips or count 1, 2, 3, 4 to maintain a steady rhythm.

Diabolo

- ✓ Students need to remain standing behind the round portion of the diabolo – if it turns, students must move their bodies to stay behind it.
- ✓ If the diabolo starts to dip down in the **front**, use the “pumping hand” and move it to the back while still pumping to level out the diabolo. Once it's leveled out, bring the pumping hand back so that it's even with the other hand.
- ✓ If the diabolo starts to dip down in the **back**, students need to use the “pumping hand” and move it to the front while still pumping to level out the diabolo. Once it's leveled out, bring hands back to even.
- ✓ If the diabolo wobbles when tossed, it wasn't spinning fast enough. Spin speed is everything when using the diabolo. The faster the spin, the easier it will be to do the tricks and be successful.
- ✓ The throw is one of the harder concepts to master. Many people want to throw the diabolo up with both hands moving up like they have something on a towel and want to throw it up into the air. With the diabolo, jerk your hands out to the sides making the string tight quickly. That motion will launch the diabolo. The harder and faster hands come apart, the higher up the diabolo will go.

TEACHER TIPS

Flower Sticks

- ✓ When performing the tick-tock, the flower stick should “lay down” on the control sticks. Most people have a tendency to hit the stick too fast keeping the flower stick in more of a straight up-and-down position. Gravity will eventually take over and pull it to the ground. Make contact with the flower stick when it is almost horizontal. This is the same way to make a catch.
- ✓ In order to get the best tick-tock, prompt students to hit the flower stick within an inch or two from the ends.
- ✓ When throwing a flower stick up and catching it, students need to “give” with the stick, starting with the stick over the head and ending down by the hips.

Plate Spinning

- ✓ When first starting with the plates, teach the students how to start the plates using alternative methods – starting the plate with just the stick is VERY hard. One way is to teach them to “kiss” the plate to get and keep it moving. This is similar to spinning a basketball on your finger. You tap only one side of the plate and you push it away from yourself.
- ✓ Another alternative spinning option is to put the plate on the stick and then place your hand on top of the plate to spin it. Then you can use the ‘kiss’ method to keep it going.
- ✓ The faster the plate spins, the more successful the tricks will be. Faster spin = success.

HOLISTIC DUAL PERFORMANCE RUBRIC

GRADE: _____ CLASS: _____

	Skill	Personal & Social Responsibility (PSR)
Proficient 4	Consistently performs scarf juggling and one other circus manipulative skill with control and using critical cues. Can execute each skill while working on balance equipment such as a Spooner board or beam.	Conducts herself/himself safely and with consideration for others. Works to help others improve.
Competent 3	Performs 2 circus manipulative skills with occasional errors in both form and outcome. Is able to execute each skill while working on a balance beam and attempts to perform on a Spooner board.	Conducts herself/himself safely without disrupting the learning environment.
Lacks Competence 2	Performs all circus manipulative skills with frequent errors in both form and outcome. Cannot safely attempt circus skills while working on balance equipment.	Occasionally creates unsafe and/or disruptive situations.
Well Below Competence 1	Displays unsatisfactory effort toward skill development.	Often breaks safety rules and disrupts the learning environment.

Student Name	Skill	PSR	Comments
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ACADEMIC LANGUAGE QUIZ

Increasing the rate or speed of an object or process.

1

- a. Speed
- b. Acceleration
- c. Deceleration
- d. Hurry

An even distribution of weight allowing someone to stay steady.

2

- a. Strength
- b. Coordination
- c. Agility
- d. Balance

To arrange in a series or a sequence.

3

- a. Write
- b. Juggle
- c. Cascade
- d. Overlap

A single point from which the entire weight of an object acts and is concentrated.

4

- a. Athletic Position
- b. Center of Gravity
- c. Base of Support
- d. Plank Position

The force that attracts an object toward the center of the Earth.

5

- a. Gravity
- b. Acceleration
- c. Mass
- d. Falling

Courage, resolve, and strength of character.

6

- a. Effort
- b. Work
- c. Goals
- d. Grit

The belief that abilities can be developed through hard work.

7

- a. Fixed Mindset
- b. Growth Mindset
- c. Mindset
- d. Development

A set of 3 physical laws that lay the foundation for scientific mechanics.

8

- a. Einstein's Laws
- b. Physical Education Laws
- c. Scientific Process
- d. Newton's Laws

ROUTINE PLANNING CARD

Name: _____ Class Info: _____

Group Member Names:

Check boxes that apply:

Performance Type	Balance Apparatus	Circus Object
<input type="checkbox"/> Solo	<input type="checkbox"/> Spooner Board	<input type="checkbox"/> Juggling Scarves
<input type="checkbox"/> Pair	<input type="checkbox"/> Low Balance Beam	<input type="checkbox"/> Juggling Balls
<input type="checkbox"/> Group	<input type="checkbox"/> Other _____	<input type="checkbox"/> Juggling Rings or Clubs
		<input type="checkbox"/> Spinning Plates
		<input type="checkbox"/> Diabolo
		<input type="checkbox"/> Flower Stick

Part 1: Begin on the floor (next to your balance apparatus)

Floor Trick 1: _____

Floor Trick 2: _____

Transition Plan: _____

Part 2: Move onto the balance apparatus

Balance Challenge 1: _____

Balance Challenge 2: _____

Transition Plan: _____

Part 3: Perform tricks on the balance apparatus

Balance Trick 1: _____

Balance Trick 2: _____

Performance Rubric

4 (Professional) – Performs full routine with less than 5 errors. Transitions smoothly from floor to balance apparatus. Shows encouragement and works well with others (group members, other performers, audience members). Displays a growth mindset with a focus on improvement.

3 (Specialist) – Performs full routine with less than 10 errors. Performs a planned transition from floor to balance apparatus. Shows encouragement and works well with others. Displays a growth mindset with a focus on improvement.

2 (Beginner) – Performs routine with frequent errors. Does not have a transition plan from floor to balance apparatus. Does not disrupt others.

1 (Back to the Drawing Board) – Shows minimal effort and/or performs an incomplete routine. Behavior is disruptive/distracting for others. Displays a fixed mindset.

Growth Mindset Reminders

- I want to improve my skills.
- I will stay engaged in purposeful practice.
- I will persevere when faced with challenges.
- I know that focused work is the path to improvement and success.
- I will listen to, and learn from others as they try to help me improve.
- I will celebrate when others succeed. It proves that I can succeed too.

SHOW LINE-UP CARD

#	Name	Type	Balance	Circus Object	Rubric Score
1.		Solo / Pair / Group	Spooner Bd / Beam / Other	Scarves / Balls / Rings / Clubs / Plates / Diabolo / Flower Stick	4 / 3 / 2 / 1
2.		Solo / Pair / Group	Spooner Bd / Beam / Other	Scarves / Balls / Rings / Clubs / Plates / Diabolo / Flower Stick	4 / 3 / 2 / 1
3.		Solo / Pair / Group	Spooner Bd / Beam / Other	Scarves / Balls / Rings / Clubs / Plates / Diabolo / Flower Stick	4 / 3 / 2 / 1
4.		Solo / Pair / Group	Spooner Bd / Beam / Other	Scarves / Balls / Rings / Clubs / Plates / Diabolo / Flower Stick	4 / 3 / 2 / 1
5.		Solo / Pair / Group	Spooner Bd / Beam / Other	Scarves / Balls / Rings / Clubs / Plates / Diabolo / Flower Stick	4 / 3 / 2 / 1
6.		Solo / Pair / Group	Spooner Bd / Beam / Other	Scarves / Balls / Rings / Clubs / Plates / Diabolo / Flower Stick	4 / 3 / 2 / 1
7.		Solo / Pair / Group	Spooner Bd / Beam / Other	Scarves / Balls / Rings / Clubs / Plates / Diabolo / Flower Stick	4 / 3 / 2 / 1
8.		Solo / Pair / Group	Spooner Bd / Beam / Other	Scarves / Balls / Rings / Clubs / Plates / Diabolo / Flower Stick	4 / 3 / 2 / 1
9.		Solo / Pair / Group	Spooner Bd / Beam / Other	Scarves / Balls / Rings / Clubs / Plates / Diabolo / Flower Stick	4 / 3 / 2 / 1
10.		Solo / Pair / Group	Spooner Bd / Beam / Other	Scarves / Balls / Rings / Clubs / Plates / Diabolo / Flower Stick	4 / 3 / 2 / 1
11.		Solo / Pair / Group	Spooner Bd / Beam / Other	Scarves / Balls / Rings / Clubs / Plates / Diabolo / Flower Stick	4 / 3 / 2 / 1
12.		Solo / Pair / Group	Spooner Bd / Beam / Other	Scarves / Balls / Rings / Clubs / Plates / Diabolo / Flower Stick	4 / 3 / 2 / 1
13.		Solo / Pair / Group	Spooner Bd / Beam / Other	Scarves / Balls / Rings / Clubs / Plates / Diabolo / Flower Stick	4 / 3 / 2 / 1
14.		Solo / Pair / Group	Spooner Bd / Beam / Other	Scarves / Balls / Rings / Clubs / Plates / Diabolo / Flower Stick	4 / 3 / 2 / 1
15.		Solo / Pair / Group	Spooner Bd / Beam / Other	Scarves / Balls / Rings / Clubs / Plates / Diabolo / Flower Stick	4 / 3 / 2 / 1
16.		Solo / Pair / Group	Spooner Bd / Beam / Other	Scarves / Balls / Rings / Clubs / Plates / Diabolo / Flower Stick	4 / 3 / 2 / 1
17.		Solo / Pair / Group	Spooner Bd / Beam / Other	Scarves / Balls / Rings / Clubs / Plates / Diabolo / Flower Stick	4 / 3 / 2 / 1
18.		Solo / Pair / Group	Spooner Bd / Beam / Other	Scarves / Balls / Rings / Clubs / Plates / Diabolo / Flower Stick	4 / 3 / 2 / 1
19.		Solo / Pair / Group	Spooner Bd / Beam / Other	Scarves / Balls / Rings / Clubs / Plates / Diabolo / Flower Stick	4 / 3 / 2 / 1
20.		Solo / Pair / Group	Spooner Bd / Beam / Other	Scarves / Balls / Rings / Clubs / Plates / Diabolo / Flower Stick	4 / 3 / 2 / 1
21.		Solo / Pair / Group	Spooner Bd / Beam / Other	Scarves / Balls / Rings / Clubs / Plates / Diabolo / Flower Stick	4 / 3 / 2 / 1
22.		Solo / Pair / Group	Spooner Bd / Beam / Other	Scarves / Balls / Rings / Clubs / Plates / Diabolo / Flower Stick	4 / 3 / 2 / 1
23.		Solo / Pair / Group	Spooner Bd / Beam / Other	Scarves / Balls / Rings / Clubs / Plates / Diabolo / Flower Stick	4 / 3 / 2 / 1
24.		Solo / Pair / Group	Spooner Bd / Beam / Other	Scarves / Balls / Rings / Clubs / Plates / Diabolo / Flower Stick	4 / 3 / 2 / 1

SHOW LINE-UP CARD

#	Name	Comments
1.		
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UNIVERSAL DESIGN ADAPTATIONS

Universal Design for Learning (UDL) is a strategy for eliminating instructional and environmental barriers for every member of a learning community in order to meet the needs of all students across the continuum of physical, intellectual, and emotional abilities. Although we acknowledge that it would be impossible to build one curriculum to meet the needs of every single child, we strongly believe that striving to maximize the active and meaningful participation for all students is a core responsibility of every educator.

OPEN has embraced this responsibility by working to create suggested Universal Design Adaptations that serve to act as baseline recommendations for modifying learning activities. The text *Strategies for Inclusion: A Handbook for Physical Educators* by Lauren J. Lieberman and Cathy Houston-Wilson provides the foundation for our work in this area.

All OPEN Circus Arts activities include a short Universal Design Adaptation to serve as a practical example of how UDL can be applied in therapeutic and enrichment adaptations. The table below offers additional adaptations in an effort to move closer to the ideal of Universal Design.

Potential Universal Design Adaptations for Circus Arts

Equipment	Rules	Environment	Instruction
<ul style="list-style-type: none"> ✔ Allow students to choose from a variety of equipment choices. ✔ Provide equipment of various sizes, weights, and textures. 	<ul style="list-style-type: none"> ✔ Focus on tossing and/or catching basics. ✔ Allow students to use circus arts equipment in new, creative, and expressive ways. ✔ Allow students to perform rhythmic activity with equipment with a focus on safe and balanced movement. 	<ul style="list-style-type: none"> ✔ Play music with a heavy beat, allowing students to feel the rhythm of the bass ✔ Foster a supportive environment with positive language and interaction 	<ul style="list-style-type: none"> ✔ Use video demonstrations. ✔ Provide ongoing verbal cues broken down with common mistakes ✔ Use a variety of demonstrations with different angles ✔ Provide physical assistance ✔ Provide a peer tutor/mentor ✔ Use graphics, and pictures as visual examples ✔ Provide individualized (one-to-one) instruction.

MULTIMEDIA GUIDE

We recommend YouTube Videos by Niels Duinker because he breaks down each skill with cues that closely match those that we've provided. Enjoy and good luck!

Video Suggestions to Get You Started

Scarf Juggling: <https://youtu.be/4aHcmUAWo7I>

3 Ball Juggling: https://youtu.be/x2_j6kMg1co

Club Juggling: <https://youtu.be/Ax0wl8pYk4g>

Ring Juggling: <https://youtu.be/8g8vl9sCnNU>

Diabolo: <https://youtu.be/iVolz8ewwgk>

Flower Stick: <https://youtu.be/MAuAtwZ7BF4>

Plate Spin: https://youtu.be/R_Uc8BAnAAI

Spooner Balance Board Tricks: https://youtu.be/orK_w8KaKDI

Music Suggestions to Get You Started

Entry of the Gladiators

<https://itunes.apple.com/us/album/entry-of-the-gladiators/id425629745?i=425629753>

Ringling Bros. Grand Entry

<https://itunes.apple.com/us/album/ringling-bros.-grand-entry/id752850738?i=752856158>

Mission Impossible Theme

<https://itunes.apple.com/us/album/mission-impossible-theme/id62774553?i=62774316>

Axel F by Crazy Frog

<https://itunes.apple.com/us/album/axel-f/id78879424?i=78879440>

Popcorn by Crazy Frog

<https://itunes.apple.com/us/album/popcorn/id78879424?i=78879473>

Get Ready for This by Crazy Frog

<https://itunes.apple.com/us/album/get-ready-for-this/id78879424?i=78879453>

Teaching Dates of Module:		School Year:	
General Comments / Notes for Planning Next Year's Module			
<input checked="" type="checkbox"/> Comment 1 <input checked="" type="checkbox"/> Comment 2 <input checked="" type="checkbox"/> Comment 3...			
Self-Reflection Across Danielson's Four Domains of Teaching			
Domain 1: Planning & Preparation			
1a: Demonstrating Knowledge of Content/ Pedagogy		1d: Demonstrating Knowledge of Resources	
1b: Demonstrating Knowledge of Students		1e: Designing Coherent Instruction	
1c: Selecting Instructional Outcomes		1f: Designing Student Assessments	
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3...			
Domain 2: Classroom Environment			
2a: Evidence of Respect and Rapport		2d: Managing Student Behavior	
2b: Establishing a Culture for Learning		2e: Organizing Physical Space	
2c: Managing Classroom Procedures			
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3...			
Domain 3: Instruction			
3a: Communicating with Students		3d: Using Assessment in Instruction	
3b: Using Questioning and Discussion Techniques		3e: Demonstrating Flexibility and Responsiveness	
3c: Engaging Students in Learning			
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3...			
Domain 4: Professional Responsibilities			
4a: Reflecting on Teaching		4d: Participating in a Professional Community	
4b: Maintaining Accurate Records		4e: Growing and Developing Professionally	
4c: Communicating with Families		4f: Showing Professionalism	
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3...			
Self-Rating with Rationale			
Choose One:			
Innovative (4); Proficient (3); Basic (2); Unsatisfactory (1)			
Provide rationale:			
<input checked="" type="checkbox"/> Evidence 1 <input checked="" type="checkbox"/> Evidence 2 <input checked="" type="checkbox"/> Evidence 3			