Juggling – Student Centered Learning
(3rd – 6th grade)
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Juggling is a great unit for several reasons.
1) It is student centered
2) Students set their pace of learning and are challenged
3) It develops eye-hand coordination and tracking

Juggling is a complex psychomotor skill that enhances brain development by creating bi-lateral motor pathways. These movement focus on the skills necessary for easy two-sided (left to right) movement across the midline of the body.

Most students do not have much experience or exposure to juggling so everyone starts on the same playing field. This allows the teacher to create a nurturing environment for all students to support and encourage the learning of others. Because of this common starting point with students, the juggling unit begins with group instruction on juggling using scarves.

In order to have quality instruction, common language must be learned to help students understand the teaching cues for successful juggling. These cue points are taught and reminders are posted on the wall.

Through this series of instruction, students learn the value of cue points and understand that mastering these cues will lead to successful execution.

The teacher sets the tone for success. Students receive incentives to master more complex tasks but are supported regardless of their level of mastery through adapted use of equipment. The teacher challenges students on all levels, pushing them to strive for mastery of basic and more complex skills. Therefore, the Wall of Fame is an excellent tool to use to motivate students to challenge themselves.

Introductory Lesson
Teacher introduces Juggling unit by..
1) Introducing and Demonstrating Terms and significance
2) Demonstration of Scarves or Balls
3) Use and Care of Equipment
4) Class Management

I create stations for students to practice their work. Usually juggling videos are playing in those stations moving students from introduction and practice to juggling three balls.

Progression: Scarves
1) Toss and catch one scarf
2) Toss and catch two scarves, concentrating on hitting shoulder points
3) Toss and catch three scarves
Teaching Cues

Center Line: Mid-line of the body which cuts the body into right and left
Significance: As balls are tossed from each hand, the ball must cross the center line towards the shoulder point.

Shoulder Points: Target points where balls are tossed
Significance: Tossed ball should consistently hit the shoulder points as the balls are tossed across the center line.

Tray Plane: The “Juggling Floor,” balls are not caught below this area

Wall Plane: Imaginary wall that is parallel to the front of the body. Students do not toss the ball beyond this Wall preventing the “Juggler Runs.”

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Wall of Fame

Students have the opportunity to be placed on the Wall of Fame. Students can “move up” the wall of fame by completing a certain amount of “tricks.”

Entry level is “Red” Ball, Proficient in juggling scarves or balls.

Twenty or more consecutive tosses

Blue Ball: Proficient in juggling balls with seven variation
Gold Ball: Proficient in juggling balls with 14 variations
Platinum Ball with Picture Inset: Proficient in juggling balls with 21 variations

Juggle Bugs: Students can earn “Juggle Bug” status by completing “Proficiency Level” in ball or scarves. Once a student is Declared Proficient they can now “certified” to assist other students in reaching their desired level of proficiency.

Equipment that challenges students: Scarves, Balls that do not bounce, Bouncing Balls, Clubs, Rings
**Juggling Balls**

**Check List**

**Name:** ___________________  **Teacher:** _______  **Period:** _______

**Directions:**
♦ You have until the end of the unit to complete all the tasks of this checklist
♦ You must complete all tasks with Balls or Bean Bags
♦ Fellow students can observe and check off numbers 1-7
♦ The teacher must observe and check off numbers 8-13

<table>
<thead>
<tr>
<th>Part 1: The Student Knows</th>
<th>Date</th>
<th>Verified by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tray Plane</td>
<td>1 point</td>
<td></td>
</tr>
<tr>
<td>2. Wall Plane</td>
<td>1 point</td>
<td></td>
</tr>
<tr>
<td>3. Centerline</td>
<td>1 point</td>
<td></td>
</tr>
<tr>
<td>4. Shoulder Points</td>
<td>1 point</td>
<td></td>
</tr>
<tr>
<td>5. Centerline and up, catch (20 x’s)</td>
<td>1 point</td>
<td></td>
</tr>
<tr>
<td>6. Right, left, catch, catch (20 x’s)</td>
<td>1 point</td>
<td></td>
</tr>
<tr>
<td>7. Left, right, catch, catch (20 x’s)</td>
<td>1 point</td>
<td></td>
</tr>
<tr>
<td>8. Basic Cascade (10 x’s)</td>
<td>1 point</td>
<td></td>
</tr>
<tr>
<td>9. Basic Cascade (20 x’s)</td>
<td>1 point</td>
<td></td>
</tr>
<tr>
<td>10. Reverse Cascade (10 x’s)</td>
<td>1 point</td>
<td></td>
</tr>
<tr>
<td>11. Reverse Cascade (20 x’s)</td>
<td>1 point</td>
<td></td>
</tr>
<tr>
<td>12. Columns (10 x’s)</td>
<td>1 point</td>
<td></td>
</tr>
<tr>
<td>13. Columns (20 x’s)</td>
<td>1 point</td>
<td></td>
</tr>
</tbody>
</table>
Juggling Report

Due Date: _________________

Your report MUST have the following components.

Part 1: Essay
Respond to the following prompt:
*How do you teach juggling to a beginner? (1 page or more)*

Part 2: Essay
Learning a new skill of any kind takes a certain amount of personal commitment on the part of the learner. This will be important throughout life no matter what you seek to learn.

Respond to the following prompt:
*How well did you learn to juggle and how much of a personal commitment did you make in your effort to learn this new skill?*

Part 3: Drawings (You do NOT have to be an artist!!!!)
Draw pictures that demonstrate that you understand the concepts of the wall plane, the tray plane, the shoulder points, and the centerline.

*Suggestion:* Take a blank piece of paper and divide it into 4 sections. Draw 1 of the pictures in each section.

Part 4: Drawings (Remember, you do NOT need to be an artist!!!!)
Draw pictures (or take photographs of yourself) that demonstrate that you know the patterns for the basic cascade, reverse cascade, and columns.

*Suggestion:* Take a blank piece of paper and divide it into 3 sections. Draw 1 of the pictures in each section (or paste on your personal photo)

Grading Rubric

What is an “A” paper?

♦ You followed all directions
♦ Both essays are complete and stick to the topic
♦ Concepts are clearly communicated and reflect understanding of teaching progression
♦ Drawings of patterns and concepts are correct
♦ Color is used in the drawings
♦ The project is turned in on time
♦ All work is neat!
Juggling Quiz

Name: ___________________________  Period: ____________

Describe the juggling cues shown below

1. ______________   ______________
2. ______________   ______________
3. ______________   ______________
4. ______________   ______________

Name the following juggling patterns shown below

5. ______________
6. ______________
7. _____________
Juggling Diagrams

Tricks and Variations

All diagrams are from the perspective of the juggler

<table>
<thead>
<tr>
<th>Basic Cascade</th>
<th>Reverse Cascade</th>
<th>Columns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ball Crossing within the arc of the toss</td>
<td>Ball Crossing above the arc of the toss</td>
<td>Inside ball move opposite direction of outside balls</td>
</tr>
</tbody>
</table>

**Right Over**
The Right ball goes Out and over the basic cascade.
1,2,3, OVER

**Left Over**
The Left ball goes Out and over the basic cascade.
1,2,3, OVER

**Juggler’s Tennis**
Alternate Right Over, Left Over. The same ball is tossed over the other two