

## Lesson 1 of 6

# Juggling & Agility

### EQUIPMENT

grocery bags » scarves » bean bags » balls » pop bottles » masking tape » meter stick » chalkboard » chalk

### RELATED RESOURCES

- Juggling: From Start to Star (LRC #473059), D. Finnigan et al., 2002, [www.lrc.education.gov.ab.ca](http://www.lrc.education.gov.ab.ca)
- Manitoba Physical Education Teachers' Association (MPETA) Agility Ladder Resource, [www.mpeta.ca/documents/Resources/AgilityLadder.doc](http://www.mpeta.ca/documents/Resources/AgilityLadder.doc)

ABCD's of Physical Education



Activity	
Basic Skills	
Application of Basic Skills	A6-5

## Warm It Up

### FOLLOW THE LEADER AGILITY LADDERS

Create one agility ladder for each group of 3-4 students by placing tape on the floor, drawing with sidewalk chalk on a tarmac, or using hula hoops. Ideally, each agility ladder will include 15 squares in one long row, and each square measuring 42 cm wide by 47 cm long. Invite the first student in each group to start at one end of the ladder and travel to the opposite end in a pre-determined pattern. Students should travel on the balls of the feet, arms bent at 90 degrees, head still, and body relaxed. When the first student is half way down the ladder, the next student should begin. Emphasize the importance of completing each pattern correctly and encourage students to travel slowly at first and progress to completing each pattern as quickly as possible. Sample patterns are included below, or see Related Resources » Two-foot forward run - place the right then the left foot in every square » Modified hop scotch - straddle the first square, hop so both feet are in the first square, hop and straddle the second square, repeat.



### Safety First!

2008 Safety Guidelines pages 11-17.



### Clues that students are achieving the outcome...

“Students will demonstrate ways to receive, retain and send an object with increasing accuracy” *K-12 Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can throw objects with appropriate speed and strength.
- Students can use cues to improve their juggling skills.



## Whoop It Up

### INDIVIDUAL JUGGLING

Explain to students that work with agility ladders helps to improve foot speed and coordination, fundamental movement skills needed for most physical activities. Students will now have an opportunity to further develop their coordination by developing their ability to juggle objects with their hands.

Ask students to choose 3 of a variety of objects to juggle; e.g., plastic grocery bags, scarves, bean bags, balls, pop bottles, and to stand in a personal space facing the same direction. Students who have never juggled should choose different coloured grocery bags or scarves to facilitate learning. Explain to, or remind students that proficient jugglers use peripheral vision and do not follow the path of each object. Describe and demonstrate how to juggle one, then two, then three objects:

**1 object** – Throw the object up and in front of the opposite shoulder and catch.

**2 objects** – Start with one object in each hand. Throw one object up and in front of the opposite shoulder. When the object reaches maximum height, throw the second object. The pattern is throw-throw-catch, or criss-cross-apple-sauce. Encourage students to say the cue words out loud while practising.

**3 objects** – Start with two objects in one hand; e.g., right hand, and one object in the other; e.g., left hand. Throw one object from the right hand up and in front of the opposite shoulder. When the object reaches maximum height, throw the object in the left hand and then catch the first object thrown. Throw the third object from the right hand and then catch the second object thrown. The pattern starts with two throws, and then becomes throw-catch-throw-catch. Hands move in a figure-8 shape.

Draw attention to a chalkboard titled “Juggling Tips and Tricks”. Ask students to recall the tips and tricks for successful juggling shared in the review; e.g., use peripheral vision, and say cue words out loud. Post a variety of juggling challenges around the perimeter of the activity area; e.g., juggle while standing on one foot, juggle a bean bag, scarf, and pop bottle. Allow time for students to further develop their juggling skills by completing the challenges, or by seeking more direct instruction in a corner designated the “instruction junction”. While practising, ask students to consider the question, “What strategies did you use to juggle successfully?”



### Safety First!

2008 Safety Guidelines pages 19-20.



Activity

## Wrap It Up

### TIPS AND TRICKS

Ask students to share the strategies they used to juggle successfully with a partner or group of 3. After the discussion, instruct one student to write the strategies discussed on the Tips and Tricks chalkboard, while the other students return the equipment to a designated area. Review the Tips and Tricks as a large group.