

Lesson 3 of 6

Juggling & Agility

EQUIPMENT

tennis balls » soccer balls » balloons » beach balls » hula-hoops » bean bags » pylons

Warm It Up

AGILITY CREATION

Instruct groups of 4-5 students to create and participate in a warm up that incorporates different movement patterns, levels, and speeds, similar to the agility ladder warm up activities completed in lessons 1 and 2. Make a variety of equipment available and provide 5 minutes for groups to create a warm up activity and an additional 5 minutes for groups to “play” (participate in the activity). Invite each group to then “pair” (share and participate in their warm up activity with another group), and then “share” (share the highlights of the warm up; e.g., what worked, what was fun, how did everyone benefit) with the large group.

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RELATED RESOURCES

- Visit www.footbag.com for tips tricks and videos of hacky sack basics



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Benefits of Health

Functional Fitness	
Body Image	
Well-Being	B4-6

Clues that students are achieving the outcome...

Students will describe positive benefits gained from physical activity; e.g., physically, emotionally, socially” K-12 *Physical Education Program of Studies, Alberta Learning, 2000*

- Students can associate positive feelings with physical activity.
- Students can identify a physical, emotional, social, and spiritual benefit of participating in juggling activities.



Whoop It Up

LOWER BODY JUGGLING

Lower body juggling is an activity that requires coordination, balance, and technique. A key to success is being able to keep the ball in close proximity to the body and not too high or too far. Invite students to choose a ball or balloon (check for latex allergies before introducing balloons) and find a personal space. Students who have never juggled with their lower body should choose a beach ball or balloon to facilitate learning. Practice holding the ball, dropping it so it bounces on the thigh close to the knee, and catching it again. Ensure the bent leg is parallel to the ground to allow the ball to bounce straight up as opposed to away from the body. Encourage students to practice with both the right and left leg, and then to try hitting the ball with each leg before catching it. Repeat the progression hitting the ball with a foot instead of the leg, and then making as many contacts as possible before catching the ball. Students who are proficient lower body jugglers can be challenged to use harder and heavier balls; e.g., soccer ball, to hit the ball with both the inside and outside of the foot, and to catch the ball using body parts other than the hands.

NUMBERS: Create groups of 3-4 students, grouping students of similar skill level together. Introduce the game of numbers, where the first group member juggles a ball with their lower body by hitting it once and then catching it. The next group member hits the ball twice, then three times and so on. Keep track of the highest number of hits reached before the ball falls to the ground. Invite students who are waiting their turn to juggle to observe the technique of the other group members and offer positive encouragement.



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Wrap It Up

OVER UNDER INCHWORM

Instruct groups to start at a wall in the activity area, and lay down on the floor with arms reaching above head one in front of the other. All group members then stand up. The student closest to the wall remains standing while the rest of the group alternates crouching-standing-crouching. The student closest to the wall shuffles forward gradually spreading legs in a straddle position to move over the group member who is crouching. Once past, the first student reaches their hands to the floor and walks hands forward until in a front plank/push-up position (the first half of an inchworm). The student moves forward in a plank position until through the legs of the next group member, who is standing. Once through, the student walks their feet to their hands to complete the second half of the inchworm. Repeat the pattern until all group members have travelled a pre-determined distance.

Lesson 4 of 6

Juggling & Agility

EQUIPMENT

beach balls » balloons » badminton poles and nets » indoor soccer balls » tennis balls » takraw balls » computer » projector

Warm It Up

WILDLIFE PLYOMETRICS

Set up badminton nets, or makeshift nets in the activity area. Invite students to spread out along one wall of the activity area. Explain that they will be moving like different animals to warm up their bodies. The first animal is a frog. Encourage students to add their own frog noises and style as they jump forward toward the centre of the activity area on hands and feet. The second animal is a kangaroo. Instruct students to stand with feet shoulder width apart and jump forwards, avoiding contact with the nets. The third animal is a rabbit. Instruct students to hop backward toward the starting line with their feet together. The fourth animal is a cheetah. Cheetah's actually jump while they are running. Invite students to jump as far as they can with one leg and then the other, trying not to stop between jumps.

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RELATED RESOURCES

- Sepak Takraw Association of Canada website, www.takrawcanada.com



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2008 Safety Guidelines page 53.



Do it Daily...For Life!

Do it Daily...For Life!

Effort	
Safety	D6-3
Goal Setting/ Personal Challenge	
Active Living in Community	

Clues that students are achieving the outcome...

"Students will identify, describe and follow the rules, routines and procedures for safety in a variety of activities from all movement dimensions" *K-12 Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can articulate and follow the general rules to Sepak Takraw.
- Students can identify safety hazards that are associated with Sepak Takraw.



Whoop It Up

SEPAK TAKRAW

Provide a variety of equipment and allow five minutes for students to practice juggling with their lower body individually, before moving into a circle of 3-4 students and trying to keep an object in the air for as long as possible without using hands.

Explain that Sepak Takraw, also called kick volleyball, is the national sport of Malaysia. It is a game played on a badminton-sized court, where each team, consisting of three players, works together to spike a ball on the opponent's side of the net. See Related Resources for more information. Consider showing a video clip of a takraw game, while reviewing the rules of play (modified to meet the abilities of the students). Pause frequently to ask students to repeat the rules; e.g., What colour are the boundary lines on this court? How many times is each player allowed to contact the ball? What do we yell to stop play when a ball rolls onto another court? When students have an understanding of how to play the game, ask them to identify other potential safety hazards or injuries that could result from playing takraw. Discuss all ideas shared and emphasize the importance of being aware of the location of teammates when attempting to kick a ball.

Ensuring the activity area is set up in a way that considers that varying abilities of students is critical to the success of the lesson. Badminton courts can be set up with nets at different heights, and pylons and ropes or tape can be used if nets are not available. Consider forming teams of students with similar or mixed skill levels and provide modifications to the game to increase success; e.g., allow the ball to bounce on the floor before being returned to the opposing team, increase the number of contacts allowed per team, change the location of the service area, serve the ball by tossing it over the net, provide a variety of foam, beach, volley and takraw balls. Create teams and let the fun begin! Students who may have to wait for a court can continue the challenge of keeping the ball in the air as long as possible while standing in a circle. Rotate teams and court positions frequently.



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Wrap It Up

WAVE STRETCHING CIRCLE

Invite students to stand in a large circle. Lead students in a stretch wave; one person begins by performing a stretch, then the person to the right performs that same stretch and holds it while each person in succession performs the same stretch so it travels around the circle like a wave. While stretching, ask students to comment on the effectiveness of the safety rules in place during the lesson. What worked and what needs to be changed or modified to ensure safety for all?

Lesson 5 of 6

Juggling & Agility

EQUIPMENT

station descriptions » felt pens » plastic bags » scarves » bean bags » tennis balls » plastic bottles » beach ball » badminton poles and net » skipping ropes

Warm It Up

SKIP-O-RAMA

Invite students to choose a skipping rope and practice jumping rope in different ways continuously for 3 minutes; e.g., students could turn the rope on one side of the body while jumping at high, medium, and low levels, jump as high as possible, jump on one leg. After 3 minutes, ask students to find a partner and skip at the same time using one rope in various ways, taking turns holding the rope. Instruct students to then form groups of three and figure out ways to jump together using only one rope; e.g., one group member hops in the middle holding one end of the rope while spinning the rope around the waist at a low level, allowing the other two group members to jump over (ashley hop). Instruct students to form groups of 6 and for each group to move to a station set up in the activity area.

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RELATED RESOURCES

- Ready-to-Use P.E. Activities for Grades 5-6 (LRC# 257205), J. Landy & M. Landy, 1993, www.lrc.education.gov.ab.ca



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Activity	
Basic Skills	
Application of Basic Skills	A(4-6)-6

Clues that students are achieving the outcome...

“Students will consistently and confidently perform manipulative skills by using elements of body and space awareness, effort and relationship.” K-12 *Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can juggle a variety of implements with hands and lower body.
- Students can pass and receive a variety of implements with hands and lower body with a partner and in small groups.



Whoop It Up

MOVEMENT AND JUGGLING STATIONS

Set up five stations in the activity area, one in each corner and one in the centre. Stations might include:

Corner #1 – individual hand juggling

Corner #2 – individual lower body juggling

Corner #3 – group hand juggling

Corner #4 – group lower body juggling

Centre – Sepak Takraw game

Post tips and tricks, rules, or a description of activities at each station as appropriate. Leave room on each station card for students to write additional information; e.g., a new tip, a different way to juggle with a partner, a personal best number of consecutive kicks while juggling with the lower body. Provide a variety of equipment at each of the corner stations to allow students to further develop their juggling skills with a variety of implements that challenge their personal abilities. Place a beach ball at centre court for the takraw game and incorporate any additional safety considerations shared in lesson 4. Play music while students participate in the station activities and stop the music to indicate when to move to the next station. Allow time for each group to visit each of the 5 stations. Determine the length of time each group will spend at a station based on the length of the class. Explain to students you will be observing and recording their ability to juggle a variety of implements with hands and lower body, and send and receive a variety of implements with hands and lower body with a partner and in small groups. Provide descriptive feedback as appropriate, and share your observations with individual students.



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2008 Safety Guidelines pages 19-20.



Activity

Wrap It Up

SPEED SKATER COOL DOWN

Instruct station groups to separate into two groups of 3. One member of each group will start in the centre of the activity area, while the two other group members walk around the perimeter. Emphasize the importance of cooling down the body, rather than racing against others. The group member in the centre will complete 3 stretches for 20 seconds each, then high five another group member who moves to the centre to stretch while the other walk. Cool down stretches might include; Flower – squat down in as small a position as possible, slowly stand up and bloom reaching arms to the ceiling while taking one slow, deep breath in, then exhale slowly and lower arms. Fish – lay on one side and arch the back trying to touch heels to the back of the head, then slowly pike forward trying to touch toes to forehead. Clock – stand with legs apart, holding arms above head with hands together at 12 o'clock, slowly move arms from 12 to 6 o'clock, pause, return to 12 and then back to 6 o'clock in the reverse direction.

Lesson 6 of 6

Juggling & Agility

EQUIPMENT

pylons, bean bags » balloons » hula-hoops » a variety of balls » plastic grocery bags » scarves » pop bottles » agility ladders and boxes » index card » pencils

Warm It Up

PLANK WARS & CRAB WARS

Instruct students to choose a bean bag from the perimeter of the activity area. On the signal to begin, students will hold their body in a front plank position while balancing the bean bag on their head, and move throughout the designated area attempting to get other students to drop their bean bag. Should a student drop their bean bag, they perform a push up, jump in the air, yell “woo hoo” and begin again. After a few minutes of play, instruct students to place their bean bag against the wall and pick up a balloon (be sure to check for latex allergies before using balloons). In the same area, invite students to place the balloon in their lap while in a crab walk position. On the signal to begin, students will crab walk throughout the designated area attempting to knock the balloon out of another student’s lap. Should a student’s balloon touch the floor, they jump up in the air, yell “crab claws” and begin again.

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RELATED RESOURCES

- Juggling: From Start to Star (LRC #473059), D. Finnigan et al., 2002, www.lrc.education.gov.ab.ca



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Activity

Basic Skills	
Application of Basic Skills	A5-13

Clues that students are achieving the outcome...

“Students will select, perform and refine more challenging basic skills in individual activities; e.g., hacky sack” *K-12 Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can throw, catch and receive at different levels with different objects/implements.
- Students can incorporate movements from multiple individual activities to create an individual skill based group activity.



Whoop It Up

INDIVIDUAL JUGGLING & AGILITY GAME CREATION

As a culminating activity to the series of lessons dedicated to developing juggling skills, challenge students to work in groups of 3-5 to create an activity or relay focused on the juggling and agility skills they have learned incorporating upper and lower body movements and coordination. Provide the following guidelines:

- The activity/relay must be able to be performed by a minimum of 2 and a maximum of 5 people.
- The activity/relay must incorporate both upper and lower body juggling skills.
- The activity/relay must involve all participants in physical activity for the duration of the activity – no stationary component.
- The activity/relay must involve at least 3 pieces of equipment, and the walls, floor, agility ladders, and agility boxes may be incorporated as equipment.

Circulate to each group while the activity/relays are being created to listen to student ideas and offer feedback as to how they might further maximize participation, skill development and fun! Ensure groups practice participating in their activity/relay to ensure it is a meaningful and engaging activity. When ready, groups should describe and possibly draw a diagram of the activity/relay they have created.

Allow time for each group to describe their activity to at least one other group and participate together. Suggested modifications from peers should be recorded on the index cards, which will be collected and used in future classes.



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Wrap It Up

BALLOON WADDLE WARS

Invite all students to find a balloon and place it between their knees. Challenge students to walk around the activity area for 2 minutes without dropping the balloon. Should a student's balloon drop to the floor, they take five steps back and begin again. If a balloon starts to drop, encourage students to use their foot juggling skills to recover the balloon before it hits the ground and place it back between their knees. After two minutes, gather as a large group and provide an opportunity for individual students to share a juggling or leadership skill they have developed or a skill they observed a peer develop in the last six lessons. Celebrate the learning with a standing ovation, and then challenge students to return the balloons to a designated area by keeping it in the air using hands or feet.