

Juggling Hand and Foot

Action Schools! BC



classroom



gymnasium



outside

4-7

Healthy Minds

Use bean bags, scarves and paper balls to provide a safe yet powerful brain builder. These activities develop agility, hand-eye coordination, and the ability of the eyes to track and focus. Juggling with the hands or feet promotes a “right brain break in the left brain day” and also enhances cross-lateral brain activity.

HEALTH
COMPONENTS
OF FITNESS

ENDURANCE

CATCHING

FUNDAMENTAL
MOVEMENT
SKILLS

CURRICULUM CONNECTIONS



BIG IDEAS

- Daily participation in physical activity at moderate to vigorous intensity levels benefits all aspects of our well-being (4).
- Daily physical activity enables us to practise skillful movement and helps us develop personal fitness (5-6).
- Physical literacy and fitness contribute to our success in and enjoyment of physical activity (6-7).

CURRICULAR COMPETENCIES:

- Develop and apply a variety of fundamental movement skills in a variety of physical activities and environments (4-5).
- Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments (6-7).
- Identify and describe opportunities for and potential challenges to participation in preferred types of physical activity at school, at home, and in the community (4-5).
- Describe how students’ participation in physical activities at school, at home, and in the community can influence their health and fitness (6-7).

CONTENT

- Proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills.
- Benefits of physical activity and exercise (4-5).
- How to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games.

FIRST PEOPLES PRINCIPLES OF LEARNING FOR ALL STUDENTS



- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves patience and time.

COMPREHENSIVE SCHOOL HEALTH CONNECTIONS



RELATIONSHIPS AND ENVIRONMENTS

- Use an outdoor field, playground, or large open room to allow students the space to practise without bumping into others or objects.

TEACHING AND LEARNING

- Teaching students how to juggle with different objects allows them to build confidence and develop movement skills that are a part of many different activities.

EQUIPMENT AND RESOURCES



- Bean bags, scarves, discs, footbags (a.k.a. hacky sacks)
- Paper balls, foam balls, balloons, etc.
- Music (optional)
- *The Joy of Juggling: The Book*, *Juggletime* DVD (optional) or search YouTube for juggling videos

IMPLEMENTATION



- Lead students through the skill development steps and activities of juggling (*Juggling Skills*, following pages).
- Share with students that First Peoples enjoyed juggling as a form of recreation. Children usually juggled small balls made of animal skins stuffed with animal hair or moss, although almost any easily handled object could be juggled. This game contributed to hand-eye skills and manual dexterity. Start with scarves (3 different colours helps when learning) when juggling and then progress to beanbags, bean balls, rings, clubs, etc. Juggling may be difficult for most students to master in a short time.
- Demonstrate each step allowing lots of practise time at each step.
- Slow down pattern, use verbal cues and correct bad habits immediately.
- Use music to sustain juggling for longer periods of time.
- Encourage students to set up a juggling or foot bag club.
- Have students set a goal while participating in this activity and explain how it contributes to their development of their movement skills (e.g., It can help to develop coordination and catching skills which can help us to participate in different types of physical activities).
- Have students reflect on and explain how this activity made them feel about themselves (e.g., Did they feel confident in themselves to participate in the activity, were they able to challenge themselves and/or their peers in this activity and if so how did that make them feel, did they have fun playing with their friends, etc.).

ACTION TIPS

- **Juggling** – Try Cascade juggling with one scarf, then 2, then 3 scarves (*Juggling Skills*, following pages). Make sure students understand the importance of proper mechanics, throwing scarves across their body and making an X.
- **Footbagging** – Learn the three basic skills: toe kicks, inside foot and outside foot (*Juggling Skills*, following pages).

SAFETY CONSIDERATIONS

- Ensure students warm up before the activity and cool down and stretch afterwards.
- Remind students they need to be aware of other and the space they are in while they are juggling, for at times, it is easily to lose track of this while concentrating on juggling.
- Ensure teacher is present and can observe students at all times during the activity.
- Ensure students have enough space to move without bumping into objects or others.

EXTENSION OF LEARNING

- An alternative activity emphasizing the same skills as juggling involves students lining up in two rows opposite each other, about two or three metres apart. Ask the students to catch and pass a small ball (a softball, for example) to the person opposite them. The object of the game is to pass the ball continuously up and down the line without pausing, or dropping it.
- Ask the students how juggling or the game of passing the ball are related to adult activities in a culture where hunting is essential for survival. What skills are being developed in these games? Ask students if they play any games that are conditioning or practise for adult activities.

Juggling Skills - Hand and Foot

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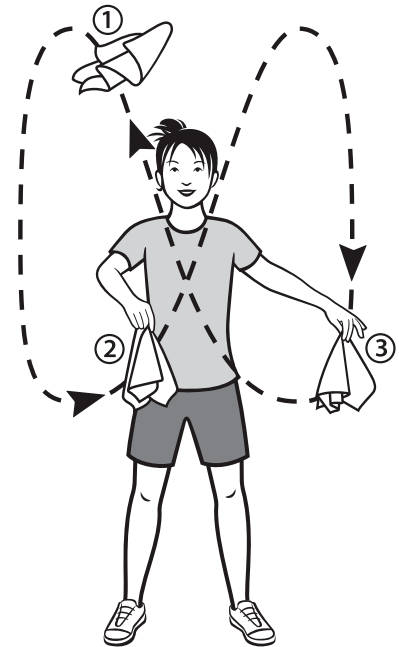
4-7

Healthy Minds

STEPS TO JUGGLING – SCARF

THE CASCADE – ONE SCARF

- Hold one scarf in the centre in the “ghost” like position (see diagram).
- Lift arm high across chest.
- Toss the scarf with palm out, like waving goodbye.
- Reach high up with other hand and catch straight down.
- Claw like a lion.
- Now raise that arm across in the other direction.
- Claw downward again.
- Repeat over and over following a figure 8 or infinity sign path. Throw across and catch down.
- Say verbal cues “toss, grab!”



THE CASCADE – TWO SCARVES

- Hold a scarf in each hand in the “ghost” position.
- Toss the first scarf across the chest, like before. When it gets to the top look at it.
- Throw the second scarf across the body in the opposite direction. The scarves make an “x” across the chest.
- Say verbal cues “toss, toss, catch, catch” or “criss-cross applesauce” to emphasize the rhythm.

THE CASCADE – THREE SCARVES

- Hold one scarf in each hand and a third scarf in the fingertips of one hand: this is the scarf you will throw first.
- When #1 gets to the top, throw #2 from the other hand.
- As the hand comes down from throwing #2, it catches #1.
- When #2 gets to the top, throw #3. It goes across on the same path as #1.
- As the hand comes down from throwing #3, it catches #2, and you throw #4 (which is #1 coming around again).
- Just keep alternating hands.
- Say cues “1, 2, 1, 2”, left, right, left, right.

Variations: Try the reverse cascade, columns and others.

Adapted from *The Joy of Juggling: The Book*

FOOTBAG

DESCRIPTION

The footbag, known to many as the hacky sack, is a small round object which is kicked in a number of activities and games. Players are encouraged to use their legs and feet to keep the footbag aloft for as long as possible. The players may also contact the footbag with their head, knees, or upper torso. Hands and arms may not be used.



SKILLS

Toe Kick: refers to kicking with the toes curled inside the shoe.

Inside Kick: refers to using the inside of the foot by bending the knee outwards and lifting the foot in front of the body to provide a flat kicking space.

Outside Kick: refers to using the outside of the foot by twisting at the knee and offering the outside of the foot out to the side of the body as a flat space.

ACTION TIPS

- The higher the footbag is kicked the more time there is to plan the next hit.
- Footbags can be easily made by hand using a nylon stocking and dried beans.
- Play music to provide an invigorating and supportive environment or to create routines.

ACTIVITIES

Consecutive kicks, timed consecutive kicks or pairs consecutive kicks.

Freestyle: Kicking the bag between friends is most frequently played by beginners who use it to hone their skills and gradually learn tricks. With experience, players work up to “net.”

Footbag Net: a volleyball type game played with a bag back and forth over a net (tennis) or a line on the ground. In a net game, footbag skills are challenged as teams score points. The game consists of four players, two on each side, and uses a point system similar to that of volleyball.

Footbag Golf: The object of golf is to traverse a course from beginning to end in the fewest number of kicks of the footbag. Each kick is made from where the footbag came to rest after the last kick. Footbag golf can be as challenging as any of the other footbag games, but it is the easiest to learn, because players are not required to link consecutive kicks.

Footbag Frenzie: Try to keep the footbag aloft for as long as possible in pairs or larger groups.

Footbag Mania: Let players practise solo. Then practise with a partner and together keep one footbag in the air. Then make groups of three and try to keep two footbags in the air. Then add a third bag.

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