

# Circus Arts

**Competency:** *Performs* movement skills in different physical activity settings

The plan is consists of 5 documents including:

- Document on Juggling
- Document on Flower Sticks
- Document on Diabolos
- Document on Chinese Plates
- Document on evaluation
  - Evaluation grids and observable criteria, Levels 1 and 2 for each event

## Introduction

## Physical and Health Education

# Explanation

The *Circus Arts* Learning and Evaluation Situation allow students who have never practiced these techniques to start with the basics and progress through the 4 different proposed disciplines. Students who are already proficient in certain disciplines can perfect their learning.

Each document allows students to evolve from beginner to advanced levels along the following themes:

- Juggling
- Flower Sticks
- Diabolos
- Chinese Plates

## Note

**Cirqiniq, which works in collaboration with KRG, is a group promoting circus arts in Nunavik schools. This LES should therefore ideally be conducted before and after Cirqiniq's visit.**

This document comes with a corresponding document on evaluation so that a comprehensive evaluation can be conducted in reference to the *Performs* movement skills in different activity settings competency.

## Setting up the gymnasium

Each discipline can be taught separately. On the other hand, you can create stations so that students can work on several techniques within a class.

## Safety

Each piece of circus arts equipment comes with its own hazards: here are a few basic safety rules:

- Do not exceed your physical limits
- Use mats when working on equipment at heights
- Do not work too close to other students
- Ask for help when needed

For more information:

Catherine Boivin  
Education Services  
Kativik School Board  
Kuujjuaq, QC  
J0M 1C0  
Tel.: (819) 964-1136 Ext. 204

# Juggling

## In this document:

- Juggling with scarves
- Juggling with balls
- Juggling with bowling pins
- Useful links

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## Circus Arts

## Physical and Health Education

# Scarf

**Exercise # 1.1: The goal:** To be able to juggle with one scarf

**Organization:**

- Ask students to get a hold of a scarf (or handkerchief)

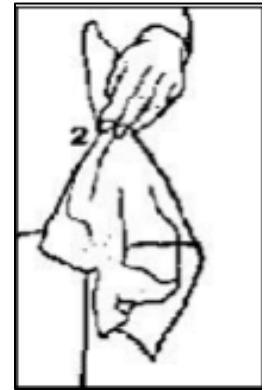
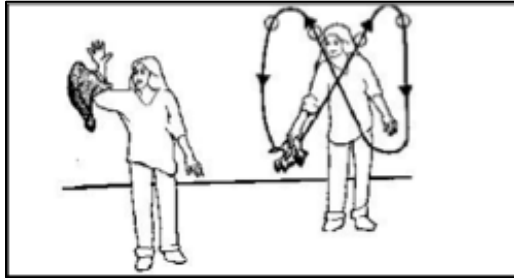
**Technical points (performance):**

⇒ Student holds the scarf properly:

- Hold the scarf by its centre between thumb and forefinger
- Hands held at hip level, facing downwards
- Make slow, flowing and ample movements
- Let go of the scarf at the end of the movement so that it takes off
- Throw the scarf with a quick hand movement
- Catch it at hip level

**Possible variations:**

- Throw 10 times with each hand
- Change hand that throws the scarf
- Throw with the right hand and catch with the left hand, or vice versa
- Vary height of throws
- Speed up throws
- Move forward/change places
- Juggle inside a hoop



**Equipment:**

- One scarf for each student

[http://clg-volney-53.ac-nantes.fr/spip/IMG/pdf/Fiche\\_jonglage.pdf](http://clg-volney-53.ac-nantes.fr/spip/IMG/pdf/Fiche_jonglage.pdf)

**Exercise # 1.2: The goal:** To be able to juggle with two scarves

**Organization:**

- Ask students to get two scarves (or handkerchiefs)

**Technical points (performance):**

⇒ Student holds the scarves properly:

- Use the same techniques as in Exercise # 1.1
- Hold one scarf with the right hand and one with the left hand
- Throw the right-hand scarf to the left and the left-hand scarf to the right
- Catch the scarves and repeat

**Possible variations:**

- Change the order of the throws
- Vary height of throws
- Speed up throws
- Move forward/change places
- Juggle inside a hoop

**Equipment:**

- Two scarves for each student

**Exercise # 1.3: The goal:** To be able to juggle with three scarves

**Organization:**

- Ask students to get three scarves (or handkerchiefs)

**Technical points (performance):**

⇒ Student holds the scarves properly:

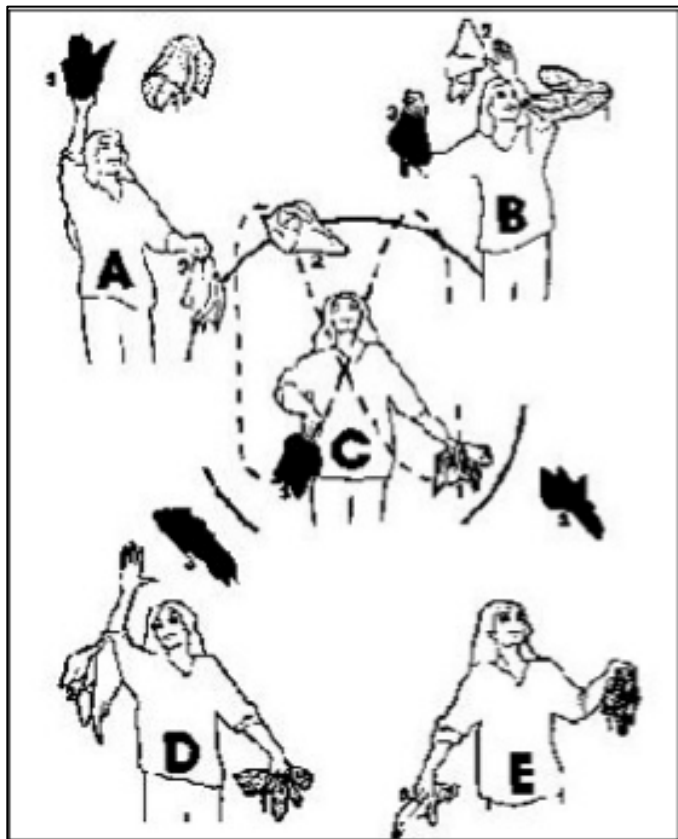
- Use the same techniques as in Exercise # 1.1
- Hold the two first scarves as indicated in Exercise # 1.2
- Hold the 3rd scarf in one hand between little finger and ring finger
  - A. Throw the first scarf in diagonal (with the hand holding the 2 scarves)
  - B. Throw the scarf held by the other hand
  - C. Throw the last scarf while catching the first one with the opposite hand
  - D. Repeat

**Possible variations:**

- Change the order of the throws
- Vary height of throws
- Speed up throws
- Move forward/change places
- Juggle inside a hoop
- Have a competition between students
- Suggest challenges for the students

**Equipment:**

- Three scarves for each student



[http://clg-volney-53.ac-nantes.fr/spip/IMG/pdf/Fiche\\_jonglage.pdf](http://clg-volney-53.ac-nantes.fr/spip/IMG/pdf/Fiche_jonglage.pdf)

# 1 Ball

**Exercise # 2.1: The goal:** To be able to juggle with one ball

**Organization:**

- Ask students to get a ball

**Technical points (performance):**

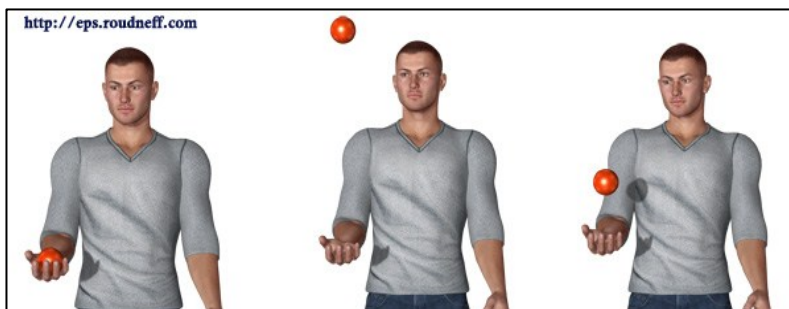
- ⇒ Throw a ball with one hand and catch it with the same hand
- Place hand palm upward
  - Place hand at hip level
  - Hand does not go higher than the torso during throw

**Possible variations:**

- Vary height of throws
- Speed up throws
- Move forward/change places
- Juggle inside a hoop
- Juggle facing a wall

**Equipment:**

- One ball for each student



**Exercise # 2.2: The goal:** To be able to juggle with one ball making a figure eight

**Organization:**

- Ask students to get a ball

**Technical points (performance):**

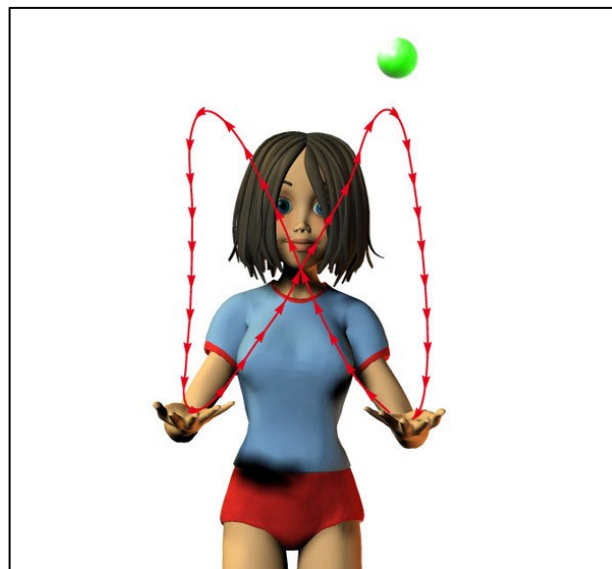
- ⇒ Throw a ball with one hand and catch it with the other, forming a figure eight
- Place hand palm upward
  - Place hand at hip level
  - Hand does not go higher than the torso during throw
  - Throw from the bottom up
  - Throw above the opposite shoulder
  - Repeat throws with both hands

**Possible variations:**

- Vary height of throws
- Speed up throws
- Move forward/change places
- Juggle inside a hoop
- Juggle facing a wall

**Equipment:**

- One ball for each student



## 2 Balls

**Exercise # 3.1: The goal:** To be able to juggle with two balls from one hand to the other

**Organization:**

- Ask students to get two balls and practice

**Technical points (performance):**

- ⇒ Student holds the two balls in one hand and throws them one by one to the other hand
- Place hand palm upward
  - Place hand at hip level
  - Hand does not go higher than the torso during throw
  - Throw from the bottom up
  - Throw one ball to the other hand, have the second ball follow immediately

**Possible variations:**

- Vary height of throws
- Speed up throws
- Move forward/change places
- Juggle inside a hoop
- Juggle facing a wall

**Equipment:**

- Two balls for each student



**Exercise # 3.2: The goal:** To be able to juggle with two balls forming a figure eight

**Organization:**

- Ask students to get two balls and practice

**Technical points (performance):**

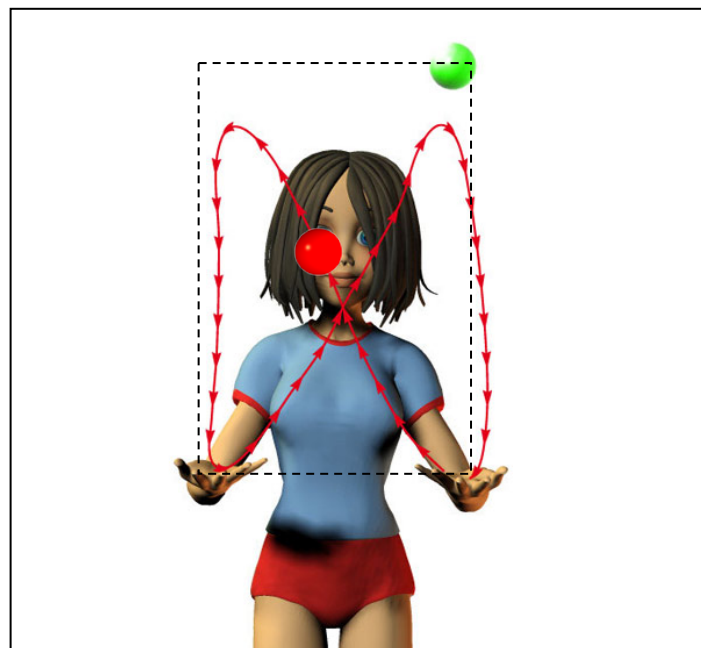
- ⇒ Throw one ball with one hand and catch it with the other forming a figure eight; same with the other ball
- Place hand palm upward
  - Place hand at hip level
  - Hand does not go higher than the torso during throw
  - Throw from the bottom up
  - Repeat throws with both hands
  - Have balls criss-cross each other
  - Throw inside a “window”

**Possible variations:**

- Vary height of throws
- Speed up throws
- Move forward/change places
- Juggle inside a hoop
- Juggle facing a wall

**Equipment:**

- Two balls for each student
- Demander aux élèves de se procurer deux balles et de se pratiquer



**Exercise # 3.3: The goal:** To be able to juggle with two balls forming the “column” figure

**Organization:**

- Ask students to get two balls and practice

**Technical points (performance):**

- ⇒ Throw the balls with the dominant hand
  - Place two balls in the same hand
  - Each ball maintains its own trajectory
  - The hand stays at hip level
  - Throw the first ball
  - Throw the second ball before the first one lands
  - Throw balls at eye level

**Possible variations:**

- Vary height of throws
- Speed up throws
- Move forward/change places
- Juggle inside a hoop
- Juggle facing a wall

**Equipment:**

- Two balls for each student



**Exercise # 3.4: The goal:** To be able to juggle with two balls forming the “column” figure, preparing to receive 3 balls

**Organization:**

- Ask students to get two balls and practice

**Technical points (performance):**

- ⇒ Throw the balls with the dominant hand
  - Place two balls in the same hand
  - Each ball maintains its own trajectory
  - The hand stays at hip level
  - Throw the first ball
  - Throw the second ball before the first one lands
  - Have a ball follow with the second hand
  - Throw balls at eye level

**Possible variations:**

- Vary height of throws
- Speed up throws
- Move forward/change places
- Juggle inside a hoop
- Juggle facing a wall

**Equipment:**

- Two balls for each student



# 3 Balls

**Exercise # 4.1: The goal:** To be able to juggle with three balls forming a figure eight

## Organization:

- Ask students to get three balls and practice

## Technical points (performance):

- ⇒ Hold third ball in cupped right hand (if right-handed, left hand if left-handed)
  - Throw the first ball with the right hand
  - Throw the second ball with the left hand when the first one is at the height of its trajectory
  - Catch the first ball with the left hand
  - Throw the 3rd ball with the right hand
  - Catch the 3 balls and take a break
  - The two balls end up in the left hand
  - Repeat

## Possible variations:

- Vary height of throws
- Speed up throws
- Move forward/change places
- Juggle inside a hoop
- Juggle facing a wall
- Have a competition

## Equipment:

- Three balls for each student



# Pins

**Exercise # 5.1: The goal:** To be able to juggle with one bowling pin

**Organization:**

- Ask students to get a bowling pin and practice

**Technical points (performance):**

- ⇒ Throw the bowling pin with best hand
  - Grab the pin by its small end
  - Have the pin go through one complete rotation before catching it
  - Practice with both hands

**Possible variations:**

- Vary number of rotations before recovery
- Speed up throws
- Move forward/change places
- Juggle inside a hoop

**Equipment:**

- One pin for each student



**Exercise # 5.2: The goal:** To be able to juggle with two pins

**Organization:**

- Ask students to get two pins and practice

**Technical points (performance):**

- ⇒ Throw the pins as follows:
  - Throw the pins spinning inward from the outside
  - The bowling pin from the right hand comes down and re-ascends to the left hand; the same goes for the left hand
  - The pin is released at breast level
  - Stick to a single rotation for each pin

**Possible variations:**

- Ask students to hit their thigh with their free hand at each rotation in order to prepare for the arrival of the 3rd pin
- Vary height of throws
- Speed up throws
- Move forward/change places
- Juggle inside a hoop

**Equipment:**

- Two pins for each student



### Exercise # 5.3: The goal: To be able to juggle with three bowling pins

#### Organization:

- Ask students to get three pins and practice

#### Technical points (performance):

⇒ Student must throw the pins as follows:

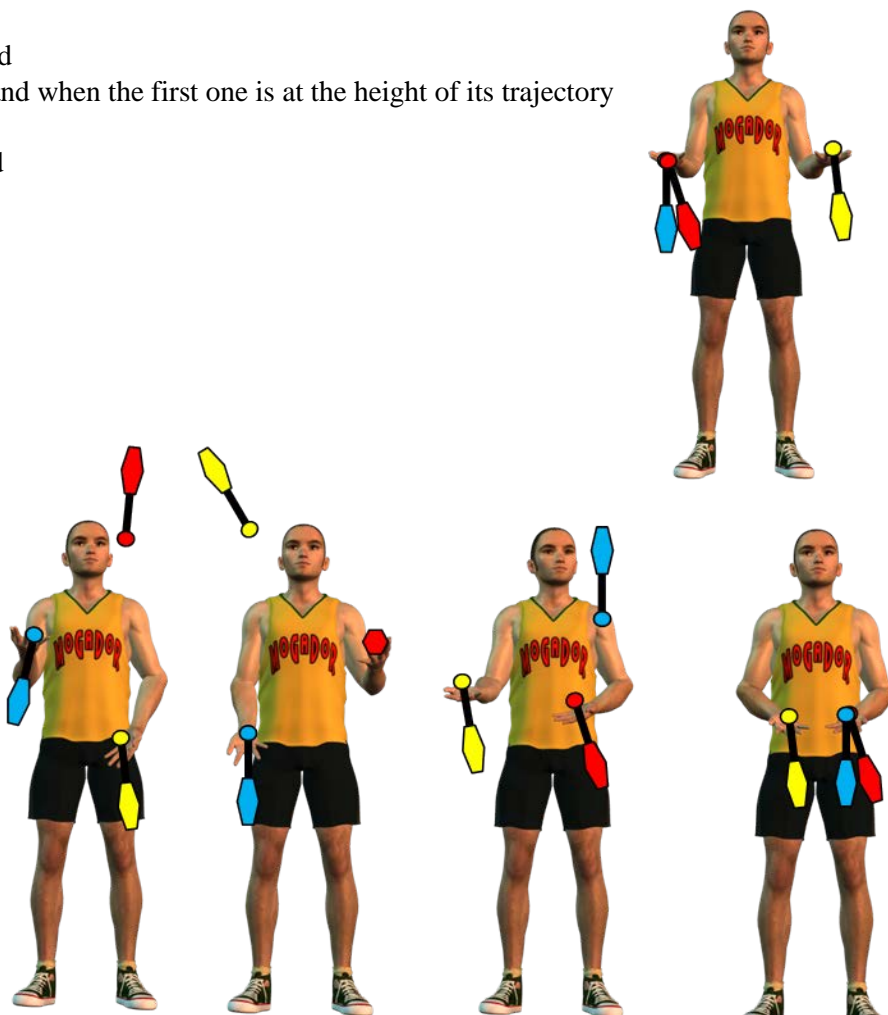
- Throw the first pin with the right hand
- Throw the second pin with the left hand when the first one is at the height of its trajectory
- Catch the first pin with the left hand
- Throw the 3rd pin with the right hand
- Catch the 3 pins and take a break
- The two pins end up in the left hand
- Repeat

#### Possible variations:

- Vary height of throws
- Speed up throws
- Move forward/change places
- Juggle inside a hoop
- Juggle facing a wall

#### Equipment:

- Three pins for each student



#### Useful links:

- ☐ <http://www.discip.ac-caen.fr/eps/PDF/artDuCirque2.pdf>
- ☐ <http://jean-pierre.rumin.pagesperso.orange.fr/manuelpdfdetail/jonglage.pdf>
- ☐ <http://eps.roudneff.com/eps/articles.php?lng=fr&pg=94>
- ☐ <http://fr.wikipedia.org/wiki/Jonglerie>
- ☐ [http://clg-volney-53.ac-nantes.fr/spip/IMG/pdf/Fiche\\_jonglage.pdf](http://clg-volney-53.ac-nantes.fr/spip/IMG/pdf/Fiche_jonglage.pdf)
- ☐ [http://education.alberta.ca/EducationPhysique/teacherresources/toolbox/a\\_k\\_3/a\\_k3\\_13.pdf](http://education.alberta.ca/EducationPhysique/teacherresources/toolbox/a_k_3/a_k3_13.pdf)
- ☐ [http://1001figuresjonglerie.perso.sfr.fr/jongle/3b/3\\_cascade.htm](http://1001figuresjonglerie.perso.sfr.fr/jongle/3b/3_cascade.htm)
- ☐ <http://jugglediscovery.free.fr/Figs/Aprdr/Jb/Jongle3b/CdrDJ3b.htm>
- ☐ <http://www.multiloisirs.com/jonglerie/apprend3.htm#tab>
- ☐ <http://www.jugglingdb.com/compendium/startjuggling/learn-to-juggle.html?page=5>
- ☐ <http://didier.arlabosse.free.fr/balles/5balles.html>
- ☐ <http://www.jongle.net/>
- ☐ <http://www.jugglingworld.biz/index.php?/Juggling-Tricks/scarf-juggling-tricks.html>
- ☐ <http://www.podcast.tv/video-episodes/massues-2-massues-10287781.html>



# Flower Stick

## In this document:

- Getting started
- Easy moves
- Difficult moves
- Useful links

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## Circus Arts

## Physical and Health Education

# Getting started

**Exercise # 1.1: The goal:** To be able to handle sticks on the ground

**Organization:**

- Ask students to get a set of flower sticks

**Technical points (performance):**

⇒ Student should handle sticks as follows:

- Crouch and place baton on the ground in front of him
- Balance baton from right to left with handsticks as it remains on the ground
- Keep handsticks in horizontal position

**Possible variations:**

- Student progresses faster and faster
- Start with hands, then with sticks

**Equipment:**

- One set of flower sticks for each student



**Exercise # 1.2: The goal:** To be able to handle sticks in the air – Tick-tock (basic move)

**Organization:**

- Ask students to get a set of flower sticks

**Technical points (performance):**

⇒ Student should handle sticks as follows:

- Apply techniques from Exercise # 1.1
- Gradually rise while continuing to push the baton without hitting it
- Keep handsticks in horizontal position
- Keep baton in vertical position

**Possible variations:**

- Student progresses faster and faster
- Change where handsticks hit the baton

**Equipment:**

- One set of flower sticks for each student



# Easy moves

**Exercise # 2.1: The goal:** To be able to handle sticks with easy moves

**Organization:**

- Ask students to get a set of flower sticks

**Technical points (performance):**

⇒ Student should handle sticks as follows:

- Have baton bouncing horizontally on handsticks
- Cross hands while receiving baton
- Have baton do a complete rotation before catching it using the same method

**Possible variations:**

- Student progresses faster and faster
- Have competition between students
- Do as many consecutive rotations as possible

**Equipment:**

- One set of flower sticks for each student



**Exercise # 2.2: The goal:** To be able to do a half-rotation, full rotation

**Organization:**

- Ask students to get a set of flower sticks

**Technical points (performance):**

⇒ Student should handle flower sticks as follows:

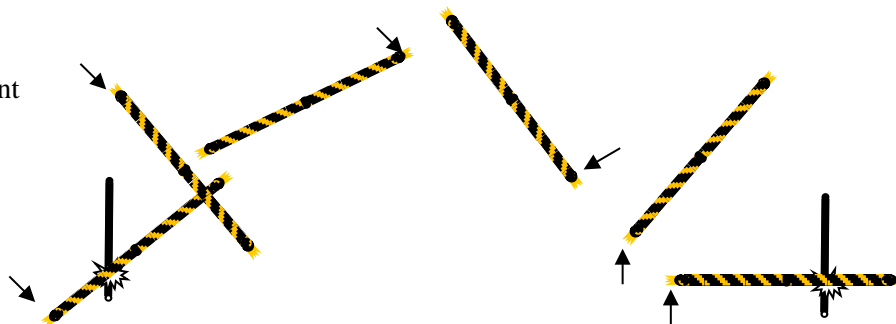
- Start with tick-tock move
- Hit baton so as to do a half-rotation
  - The higher up the baton is hit, the quicker its rotation will be
- Repeat the same steps so as to do a full rotation
- Catch the baton

**Possible variations:**

- Student progresses faster and faster
- Have competition between students
- Do as many consecutive rotations as possible
- Do a full rotation and catch with the same handstick

**Equipment:**

- One set of flower sticks for each student



**Exercise # 2.3: The goal:** To be able to do the helicopter move

**Organization:**

- Ask students to get a set of flower sticks

**Technical points (performance):**

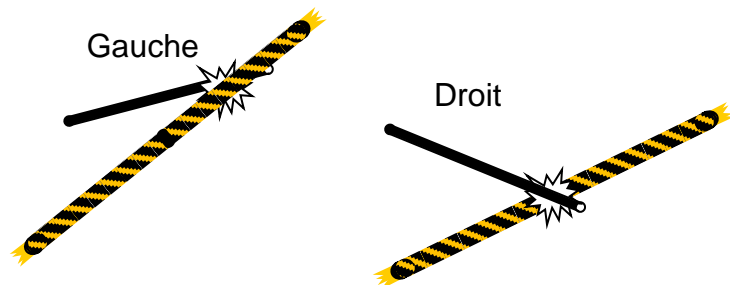
- ⇒ The helicopter move consists in making the baton spin horizontally with the handsticks
  - Start with tick-tock move
  - When right handstick touches baton, give it a slight forward motion
  - When baton lands on left handstick, student gives a slight motion, but towards himself
  - Bring handsticks closer to centre so as to minimize baton displacements

**Possible variations:**

- Do the move with just one handstick

**Equipment:**

- One set of flower sticks for each student



**Exercise # 2.4: The goal:** To be able to do the propeller move

**Organization:**

- Ask students to get a set of flower sticks

**Technical points (performance):**

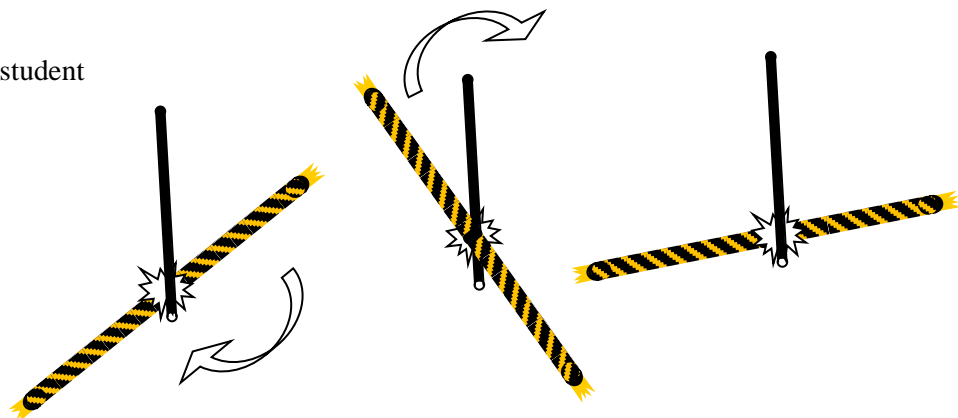
- ⇒ The propeller move is a relatively complex one to perform
- ⇒ Student must spin the baton on one handstick
  - Start with the tick-tock move
  - With the last move of the non-dominant hand, bring handstick held by dominant hand to the centre of the baton
  - Continue rotation motion with handstick at the centre of the baton

**Possible variations:**

- Do a half-rotation with one handstick
- Do a full rotation in the air with one handstick
- Do an inverted propeller (handsticks pointing towards the ground)

**Equipment:**

- One set of flower sticks for each student



# Difficult moves

**Exercise # 3.1: The goal:** To be able to use different parts of the body in one or several moves

## Organization:

- Ask students to get a set of flower sticks

## Technical points (performance):

- ⇒ Student must find a method so as to use different parts of his body in one or several moves
  - 1) Start with tick-tock move between legs
  - 2) Use thigh to help with moving the baton
  - 3) Do one rotation of the baton around thigh
  - 4) Use knee to move the baton
  - 5) Use one arm to move the baton
  - 6) Use one or both feet to move the baton (use feet to catch baton's landing, then propel it upward)
  - 7) Use arm to perform one rotation with the baton
  - 8) Do the propeller move around ankle
  - 9) Do the propeller move in rotation behind back

## Other difficult moves:

- Student can juggle with baton and 2 handsticks (student must master 3-ball juggling)
- Student can perform different moves without stopping in between
- Student can balance baton on one handstick

## Equipment:

- One set of flower sticks for each student

Several moves can be performed. In order to help your students learn to use the flower sticks, it would be helpful to visit websites with videos that would allow you to suggest more moves to your students.

## Following are a few links:

- ☐ <http://ballapapass.free.fr/site/jonglez/baton/bases.shtml>
- ☐ <http://faire-du-baton-du-diable.jimdo.com/les-figures/les-h%C3%A9licopt%C3%A8res/>
- ☐ <http://www.youtube.com/watch?v=0crE0oPl2Ss>
- ☐ <http://www.youtube.com/watch?v=RG6ife7ipiA>
- ☐ <http://www.youtube.com/watch?v=p9uY1WQcROM>
- ☐ <http://www.youtube.com/watch?v=ukRujS3Df2U>
- ☐ <http://www.youtube.com/watch?v=bzmxL9fhyN8>
- ☐ <http://www.youtube.com/watch?v=QHILugb1JA0>

## Useful links:

- ☐ <http://www.devilstick.de/english/home.htm>
- ☐ <http://eps.roudneff.com/eps/articles.php?lng=fr&pg=91>
- ☐ [http://www.jongle.net/modules.php?name=Web\\_Links&1\\_op=MostPopular](http://www.jongle.net/modules.php?name=Web_Links&1_op=MostPopular)
- ☐ [http://bronxus.free.fr/baton/frame\\_baton.htm](http://bronxus.free.fr/baton/frame_baton.htm)



# Diabolos

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## Physical and Health Education

# Getting started

**Exercise # 1.1: The goal:** To be able to handle a diabolo

**Organization:**

- Ask students to get a diabolo set

**Technical points (performance):**

- ⇒ Student must be able to generate maximum spin in order to start manipulating the diabolo
- ⇒ Student must attempt to generate spin with the diabolo and the two handsticks
  - Start with the diabolo on the ground and the string passing under the central metal part of the diabolo
  - Make the diabolo spin with a back and forth motion
  - Raise the diabolo into the air
    - Place handsticks close to the body
    - Dominant hand generates spin (in one direction only)
    - Both arms must remain at same height
    - Position diabolo at navel level
    - Lift dominant hand to generate spin

**Possible variations:**

- Adjust angle of the diabolo
- Try not to let it fall to the ground

**Equipment:**

- One diabolo set for each student



**Exercise # 1.2: The goal:** To be able to correct errors during simple spin of the diabolo

**Organization:**

- Ask students to get a diabolo set

**Technical points (performance):**

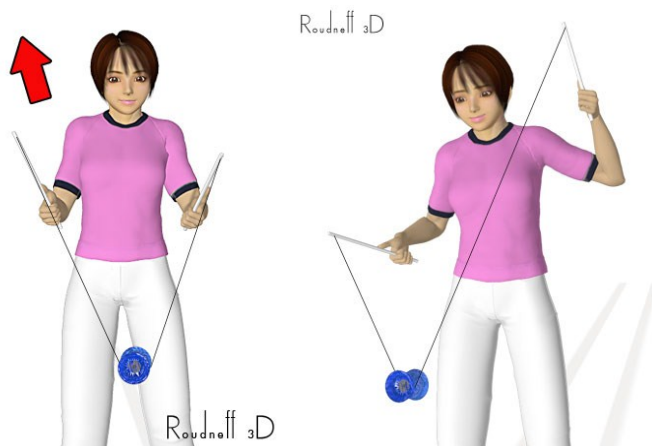
- ⇒ Student must learn to control the diabolo before attempting simple or complex moves
- ⇒ Diabolo must ideally:
  - Remain parallel to the ground if it leans forward
    - Correct axis by pulling back the handstick of the dominant hand
  - Remain parallel to the ground if it leans backward
    - Correct axis by pushing out the handstick of the non-dominant hand

**Possible variations:**

- Student can attempt to control the diabolo while walking
- Student can attempt to vary the speed of the diabolo's spin

**Equipment:**

- One diabolo set for each student



# Easy moves

**Exercise # 2.1: The goal:** To be able to throw and recover the diabolo

**Organization:**

- Ask students to get a diabolo set

**Technical points (performance):**

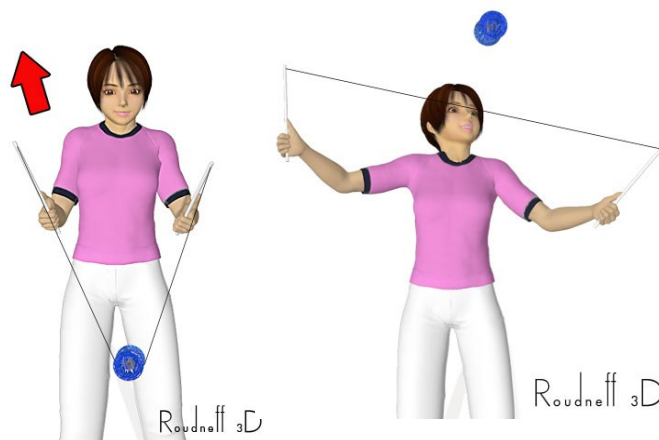
- ⇒ Student should start with the diabolo on the ground, then raise it to navel level
- ⇒ Student should throw and recover the diabolo as follows:
  - Tighten the string with a quick, snappy move
  - Recover by keeping the string tight, bring forearms close together and repeat back and forth motion
  - Maintain visual contact with diabolo

**Possible variations:**

- Student can do several throws and recoveries
- Student can attempt to walk while performing moves

**Equipment:**

- One diabolo set for each student



**Exercise # 2.2: The goal:** To be able to have the diabolo leap on tightened string

**Organization:**

- Ask students to get a diabolo set

**Technical points (performance):**

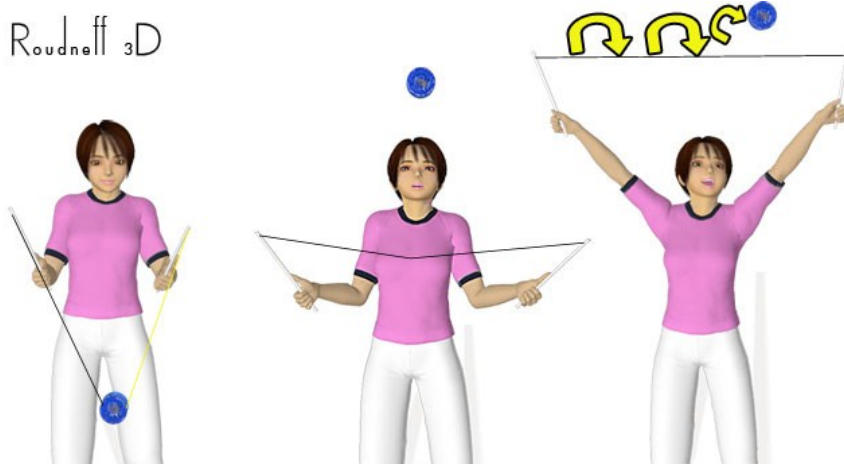
- ⇒ Student begins with starting technique to initiate diabolo's spin
- ⇒ Student must handle the diabolo as follows in order to perform the move:
  - Put a good spin to the diabolo
  - Throw the diabolo using the approach described in Exercise # 2.1
  - Recover the diabolo while keeping the string tight above head
  - With shoulder and arm movement, student bounces diabolo
  - Recover and continue spin normally

**Possible variations:**

- Perform throws, recoveries and leaps
- Vary the speed of the diabolo's spin
- Perform moves while walking

**Equipment:**

- One diabolo set for each student



# Difficult moves

**Exercise # 3.1: The goal:** To be able to perform a throw, a crossover and a recovery

**Organization:**

- Ask students to get a diabolo set

**Technical points (performance):**

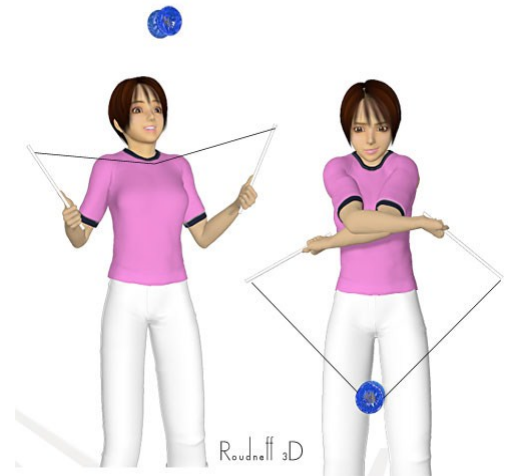
- ⇒ Student must start with the diabolo on the ground and then raise it to navel level
- ⇒ Student must handle the diabolo as follows in order to perform the move:
  - Put a good spin to the diabolo
  - Throw the diabolo using the approach described in Exercise # 2.1
  - To throw the diabolo, tighten the string with a quick, snappy move
  - Arms crossed over each other
  - Recover by absorbing diabolo's fall while keeping arms crossed

**Possible variations:**

- Student can perform several throws, crossovers and recoveries
- Student can attempt to perform moves while walking

**Equipment:**

- One diabolo set for each student



**Exercise # 3.2: The goal:** To be able to perform a throw, then a recovery, with hand behind back

**Organization:**

- Ask students to get a diabolo set

**Technical points (performance):**

- ⇒ Student begins with starting technique to initiate diabolo's spin
- ⇒ Student must handle the diabolo as follows in order to perform the move:
  - Put a good spin to the diabolo
  - Throw the diabolo using the approach described in Exercise # 2.1
  - Throw the diabolo into the air
  - Put one hand behind back and attempt to recover diabolo while absorbing its fall

**Possible variations:**

- Perform throws, recoveries
- Vary the speed of the diabolo's spin
- Perform moves while walking
- Attempt to put other hand behind back

**Equipment:**

- One diabolo set for each student



**Exercise # 3.3: The goal:** To be able to pass diabolo between legs

**Organization:**

- Ask students to get a diabolo set

**Technical points (performance):**

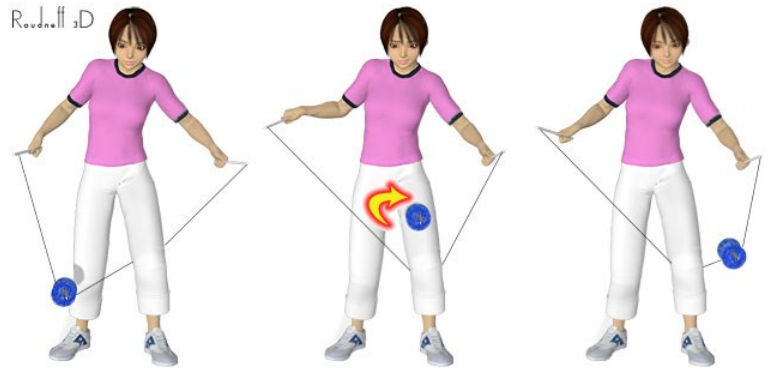
- ⇒ Student must start with the diabolo on the ground and then raise it to navel level
- Attempt to pass one leg over the string
- Attempt to have diabolo pass in front of leg with quick, snappy movement
- Attempt to recover on other side of leg

**Possible variations:**

- Student can perform several throws and recoveries
- Student can attempt same move with other leg

**Equipment:**

- One diabolo set for each student



**Exercise # 3.4: The goal:** To be able to perform the elevator move

**Organization:**

- Ask students to get a diabolo set

**Technical points (performance):**

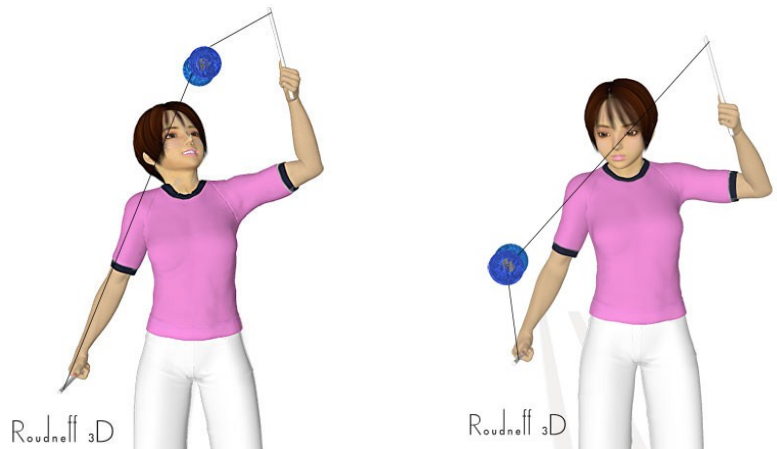
- ⇒ Student begins with starting technique to initiate diabolo's spin
- ⇒ Student must handle the diabolo as follows in order to perform the move:
  - Put a good spin to the diabolo
  - Wrap string once around diabolo's axis
  - Pull lightly downward on the handstick to make the diabolo rise upward

**Possible variations:**

- Do a downward elevator (pull lightly upward)
- Attempt to do the elevator behind back

**Equipment:**

- One diabolo set for each student



### Exercise # 3.5: The goal: To be able to perform an X move

#### Organization:

- Ask students to get a diabolo set

#### Technical points (performance):

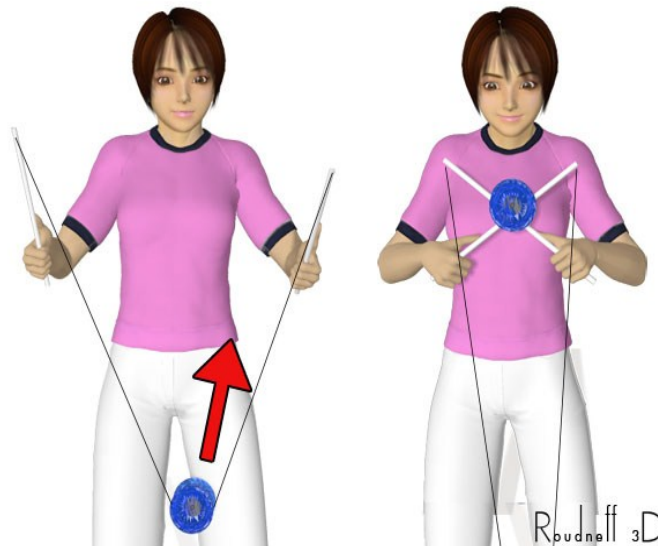
- ⇒ Student must start with the diabolo on the ground and then raise it to navel level
- ⇒ Student should throw and recover the diabolo as follows:
  - To throw the diabolo, tighten the string with a quick, snappy move
  - Cross handsticks in order to recover diabolo at the centre of the X

#### Possible variations:

- Student can perform several throws and recoveries
- Student can attempt to perform moves while walking
- Attempt to resume normal spin with diabolo

#### Equipment:

- One diabolo set for each student



Several moves can be performed. In order to help your students learn to handle the diabolo, it would be helpful to visit websites with videos that would allow you to suggest more moves to your students.

#### Following are a few links:

- ☐ <http://eps.roudneff.com/eps/articles.php?lng=fr&pg=92>
- ☐ <http://www.diabolotricks.com/>
- ☐ [http://fr.wikipedia.org/wiki/Diabolo\\_\(jonglerie\)](http://fr.wikipedia.org/wiki/Diabolo_(jonglerie))
- ☐ [http://www.2diabolos.com/fr/figure/liste\\_1\\_1\\_diabolo.html](http://www.2diabolos.com/fr/figure/liste_1_1_diabolo.html)

#### Useful links:

- ☐ <http://www.diabolo.ca/>
- ☐ [http://www.dailymotion.com/video/xix6qa\\_un-jeune-prodige-du-diabolo\\_news](http://www.dailymotion.com/video/xix6qa_un-jeune-prodige-du-diabolo_news)
- ☐ <http://www.youtube.com/watch?v=h-rZ2-H15U4>
- ☐ <http://www.2diabolos.com/>

# Chinese Plates

## In this document:

- Getting started
- Easy moves
- Difficult moves
- Useful links

## Competency: *Performs* movement skills in different physical activity settings

The plan is consists of 5 documents including:

- Document on Juggling
- Document on Flower Sticks
- Document on Diabolos
- Document on Chinese Plates
- Document on evaluation
  - Evaluation grids and observable criteria, Levels 1 and 2 for each event

## Circus Arts

## Physical and Health Education

# Getting started

**Exercise # 1.1: The goal:** To be able to handle a Chinese plate

**Organization:**

- Ask students to get a Chinese plate set

**Technical points (performance):**

- ⇒ Student must be able to give maximum spin to the plate
- ⇒ Student can start with one finger and the plate in order to fully master the basic movement
  - Put one finger at centre of plate
  - Keep finger in vertical position
  - Make the plate spin with a flick of the wrist
  - Control plate on finger without letting it fall
  - Make spinning motion with finger to allow plate to spin

**Possible variations:**

- Vary the speed of the plate's spin
- Change fingers
- Vary direction of spin (clockwise, counter-clockwise)

**Equipment:**

- One Chinese plate set for each student



**Exercise # 1.2: The goal:** To be able to control the plate on a stick

**Organization:**

- Ask students to get a Chinese plate set

**Technical points (performance):**

- ⇒ Student must learn to control the plate on the stick before attempting complex moves
- ⇒ Student must handle the stick and plate as follows:
  - Hold stick vertically
  - Place centre of plate on stick
  - Hold plate with two fingers and give it a spin
  - Make spinning motion with stick so as to maintain plate's motion

**Possible variations:**

- Student can control the plate while walking
- Student can attempt to vary the speed of the plate's spin
- Have plate spinning in either direction for the sake of practice
- Do a relay without dropping the plate

**Equipment:**

- One Chinese plate set for each student



# Easy moves

**Exercise # 2.1: The goal:** To be able to make the plate jump

**Organization:**

- Ask students to get a Chinese plate set

**Technical points (performance):**

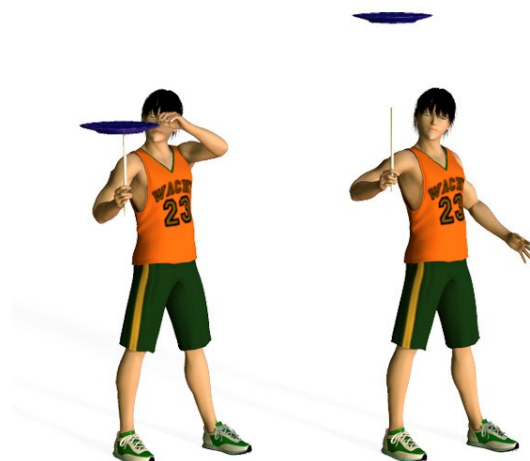
- ⇒ Student should start move by making plate spin on pole as in Exercise # 1.2
- ⇒ Student must throw plate in the air and catch it as follows:
  - Make a quick snappy upward movement with the stick
  - Keep eyes on the plate
  - Attempt to recover plate by placing stick at its centre
  - Stick must remain vertical

**Possible variations:**

- Student can perform several throws and recoveries
- Student can attempt to perform move while walking
- Have a competition between students
- Attempt to throw with the other hand

**Equipment:**

- One Chinese plate set for each student



**Exercise # 2.2: The goal:** To be able to perform a throw with arm under leg and recover

**Organization:**

- Ask students to get a Chinese plate set

**Technical points (performance):**

- ⇒ Student must start the move by spinning plate on stick as in Exercise # 1.2
- ⇒ Student must throw plate in the air and recover it with arm under leg as follows:
  - Make quick snappy upward movement with stick
  - Keep eyes on plate
  - Pass arm under leg
  - Attempt to recover plate by placing stick at its centre
  - Stick must remain vertical during recovery

**Possible variations:**

- Student can perform several throws and recoveries
- Have a competition between students
- Attempt to throw with the other hand
- Change legs

**Equipment:**

- One Chinese plate set for each student



# Difficult moves

**Exercise # 3.1: The goal:** To be able to balance stick on hand

**Organization:**

- Ask students to get a Chinese plate set

**Technical points (performance):**

- ⇒ Student must start the move by spinning plate on stick as in Exercise # 1.2
- ⇒ Student must place stick and plate on his hand as follows:
  - Start spinning plate
  - Gently place stick in cup of his hand
  - Keep hand steady
  - Use free hand to put spin to plate as required

**Possible variations:**

- Student can juggle or handle other object with free hand
- Student can change hands
- Have competition between students

**Equipment:**

- One Chinese plate set for each student



**Exercise # 3.2: The goal:** To be able to hold two Chinese plates, one in each hand

**Organization:**

- Ask students to get two Chinese plate sets

**Technical points (performance):**

- ⇒ Student must attempt to start the plates at the same time as follows:
  - To begin, place inner edge of plate on stick
  - Start spinning motion with both hands at the same time
  - Spin fast enough so that stick ends up at centre of plate
  - Make spin motion with both wrists at the same time to maintain balance of plates

**Possible variations:**

- Student can attempt to perform move while walking
- Have competition between students

**Equipment:**

- Two Chinese plate sets for each student



**Exercise # 3.3: The goal:** To be able to hold stick balanced on forehead

**Organization:**

- Ask students to get one Chinese plate set

**Technical points (performance):**

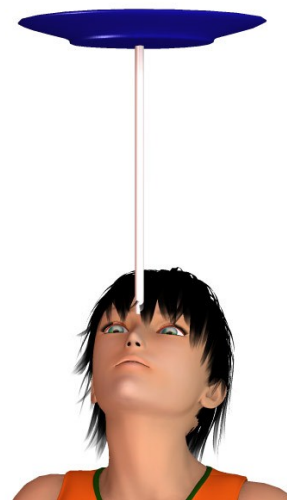
- ⇒ Student must start the move by spinning plate on stick as in Exercise # 1.2
- ⇒ Student must place stick and plate on his forehead as follows:
  - Start spinning the plate
  - Gently place stick on forehead
  - Keep head tilted backward
  - Hold stick balanced as long as possible

**Possible variations:**

- Student can juggle or handle other object with free hand
- Have competition between students

**Equipment:**

- One Chinese plate set for each student



Several moves can be performed. In order to help your students learn to handle Chinese plates, it would be helpful to visit websites with videos that would allow you to suggest more moves to your students.

**Useful links:**

- ☐ [http://www.gsofct.org/pdf/membership/formLibrary/Plate\\_Spinning\\_Patch\\_PDF.pdf](http://www.gsofct.org/pdf/membership/formLibrary/Plate_Spinning_Patch_PDF.pdf)
- ☐ <http://jugglediscovery.free.fr/Figs/BcigAss/Asschn/SomAss.htm>
- ☐ <http://eps.roudneff.com/eps/articles.php?lng=fr&pg=90>
- ☐ <http://www.jugglingworld.biz/index.php/?benefits-of-juggling-and-circus-skills.html>
- ☐ <http://www.teachcircus.com/plates.html>
- ☐ <http://www.businessballs.com/juggle.htm>
- ☐ <http://www.varietyartsdirectory.com/platespinning.html>

**Videos:**

- ☐ <http://www.videojug.com/film/how-to-spin-a-plate-on-a-stick-2>
- ☐ <http://www.jugglingworld.biz/index.php/?Juggling-Tricks/spinning-plate-tricks.html>
- ☐ <http://www.youtube.com/watch?v=PGQI0hnMppQ>
















# GRILLE D'OBSERVATION DE L'ENSEIGNANT/ OBSERVATION TEACHER GRID ARTS DU CIRQUE / CIRCUS ARTS

## Habiletés motrices/ Motor skills Cycle 1-2 Secondaire/High School

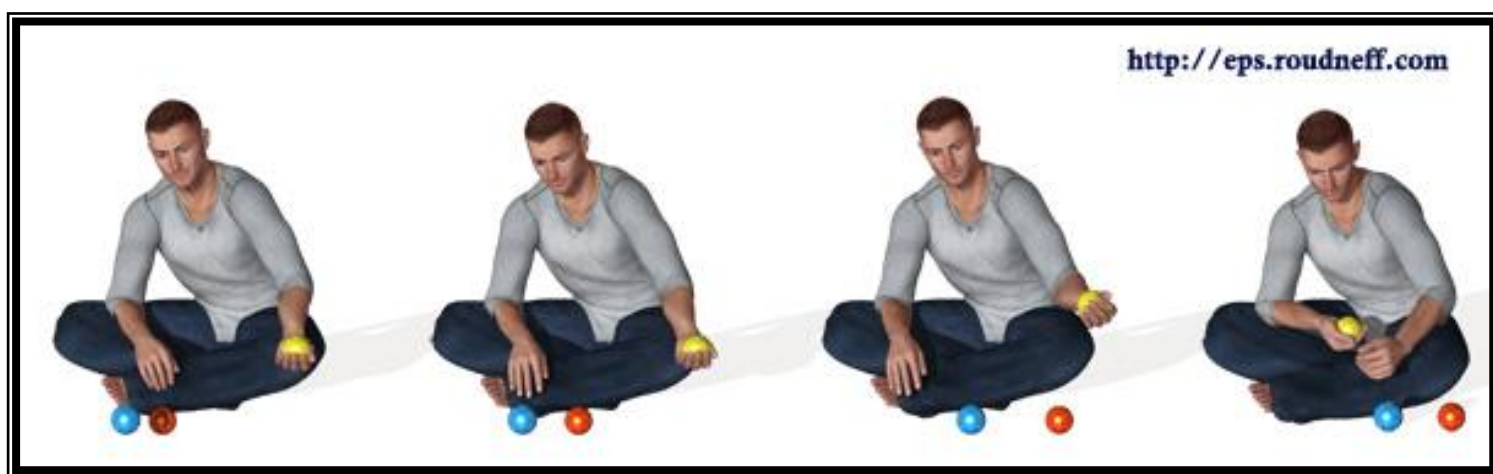
Nom/ Name : _____ Gr : _____ Année/Year: _____		
<input type="checkbox"/> Jonglerie/Juggling <input type="checkbox"/> Bâtons de fleur/ Flower stick <input type="checkbox"/> Diabolo <input type="checkbox"/> Assiettes chinoises/ Chinese plates		
Figure/Trick #1  Nom/Name : _____	<ul style="list-style-type: none"> <li>Réussite/Succeed: 1 2 3</li> <li>Choix adapté à son aptitude/ adapted choice to their capacity /1</li> <li>Exécution fluide/ Fluid execution /1</li> </ul>	<b>/5</b>
Figure/Trick #2  Nom/Name : _____	<ul style="list-style-type: none"> <li>Réussite/Succeed: 1 2 3</li> <li>Choix adapté à son aptitude/ adapted choice to their capacity /1</li> <li>Exécution fluide/ Fluid execution /1</li> </ul>	<b>/5</b>
Figure/Trick #3  Nom/Name : _____	<ul style="list-style-type: none"> <li>Réussite/Succeed: 1 2 3</li> <li>Choix adapté à son aptitude/ adapted choice to their capacity /1</li> <li>Exécution fluide/ Fluid execution /1</li> </ul>	<b>/5</b>
Commentaires/Comments : _____ _____ _____ _____		
		<b>Note totale/Final mark :    /15</b>

# GRILLE D'AUTO-ÉVALUATION/ SELF-EVALUATION

## ARTS DU CIRQUE/ CIRCUS ARTS Plan d'action / Action plan Cycle 1-2 Secondaire/High School

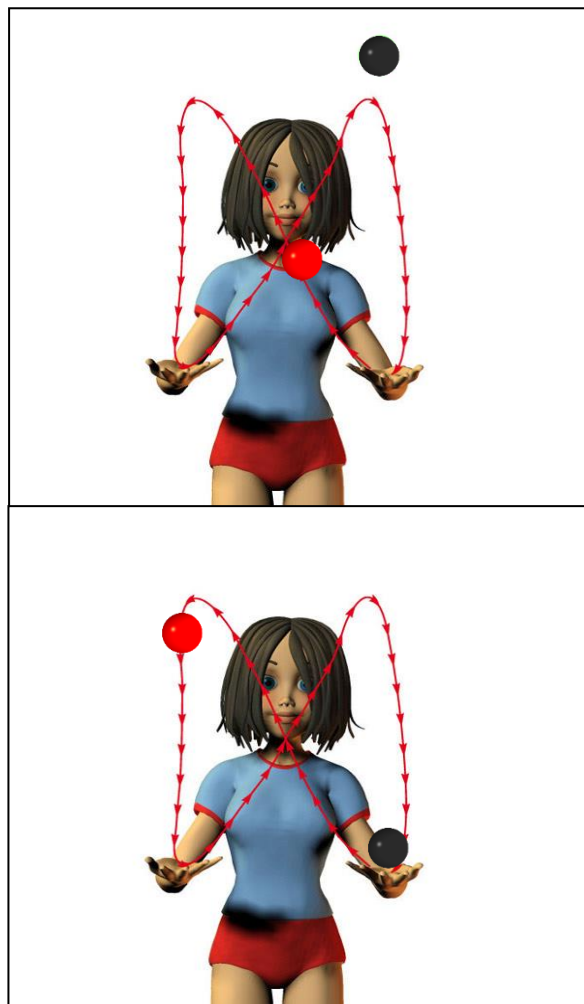
Nom / Name : _____		Gr : _____	Année/Year : _____
Jonglerie/ Juggling <input type="checkbox"/> Bâtons de fleur/ Flower Stick <input type="checkbox"/> Diabolo <input type="checkbox"/> Assiettes/ Chinese plates chinoises <input type="checkbox"/>			
   			
Élève/Student			Enseignant/Teacher
#1	<b>C'est un bon choix de figure pour moi?</b>  <b>Was this a good trick for me?</b>	<input type="checkbox"/> Non, trop facile  No too easy <input type="checkbox"/> Oui, parfait  Yes just right <input type="checkbox"/> Non, trop difficile  No too difficult	/5
#2	<b>C'est un bon choix de figure pour moi?</b>  <b>Was this a good trick for me?</b>	<input type="checkbox"/> Non, trop facile  No too easy <input type="checkbox"/> Oui, parfait  Yes just right <input type="checkbox"/> Non, trop difficile  No too difficult	/5
#3	<b>C'est un bon choix de figure pour moi?</b>  <b>Was this a good trick for me?</b>	<input type="checkbox"/> Non, trop facile  No too easy <input type="checkbox"/> Oui, parfait  Yes just right <input type="checkbox"/> Non, trop difficile  No too difficult	/5
Je me note/ I evaluate myself :		/10	
<b>Commentaires de l'enseignant/ Teacher comments :</b> _____ _____ _____ _____			
			<b>Total: /25</b>

## 3 balles au sol 3balls on the ground

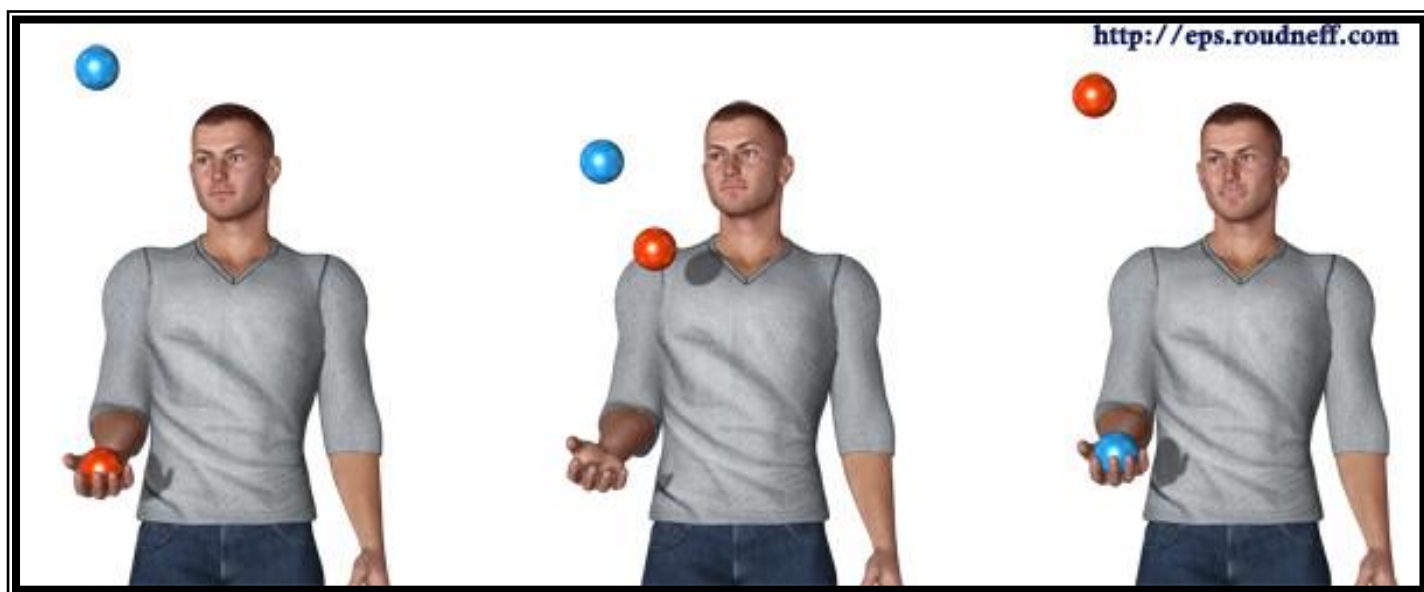


## 2 balles et deux mains

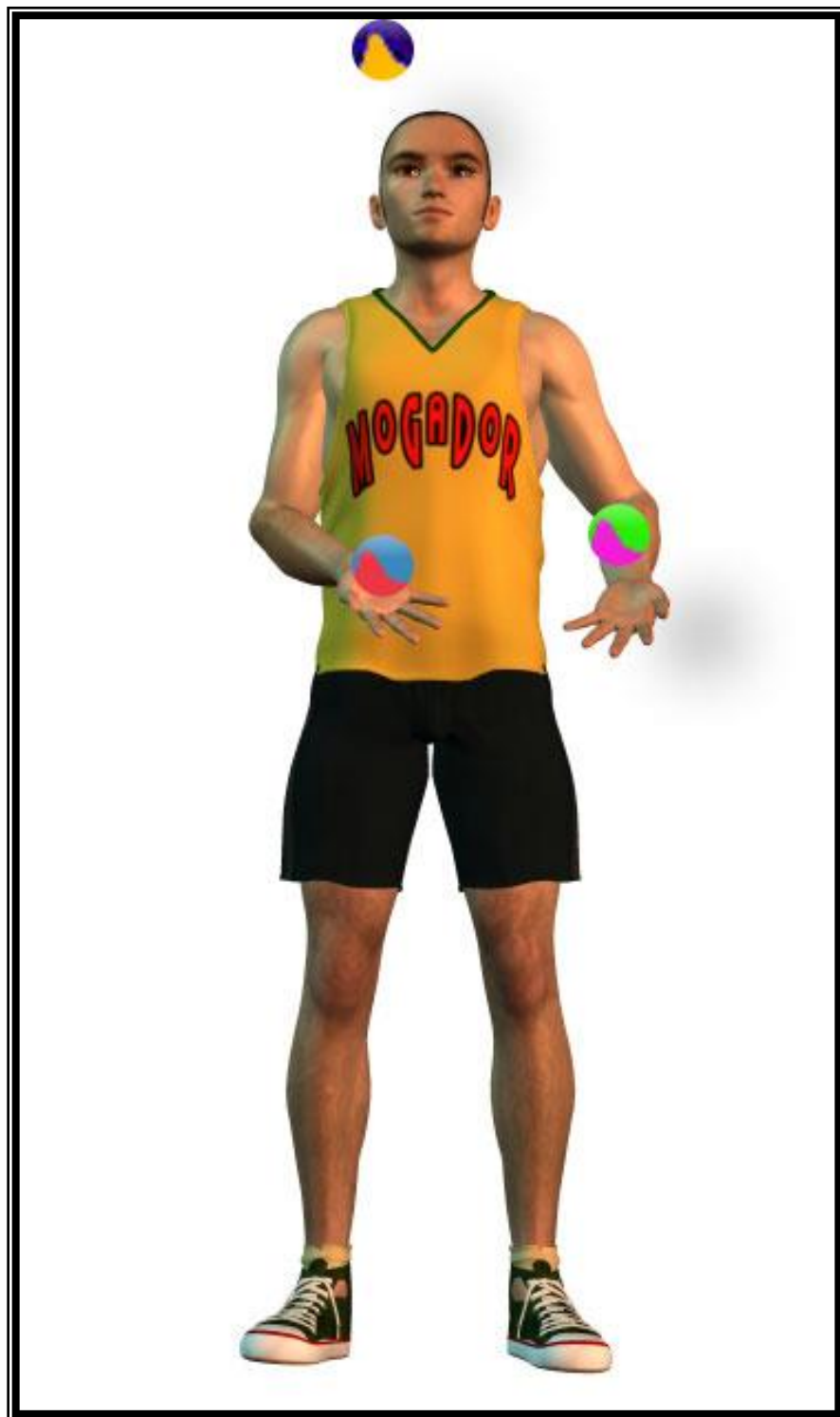
## 2 balls and 2 hands



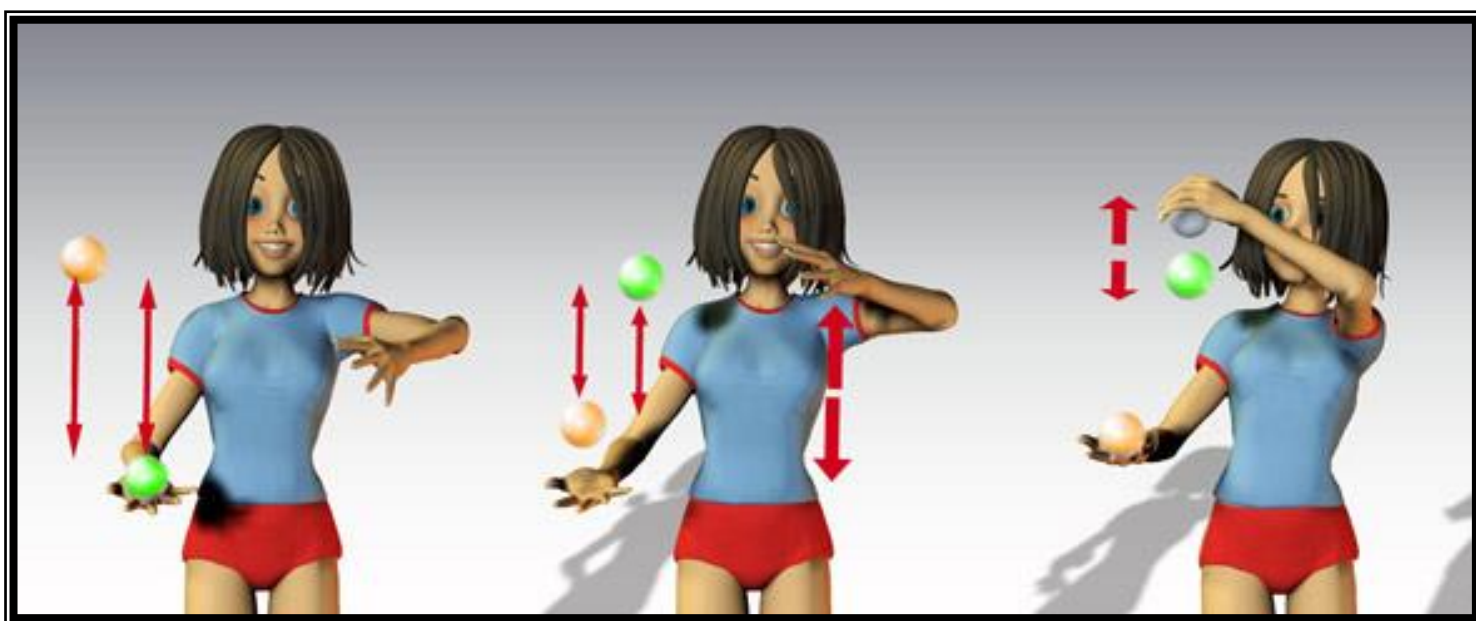
## 2 balles et une main 2balls and one hand



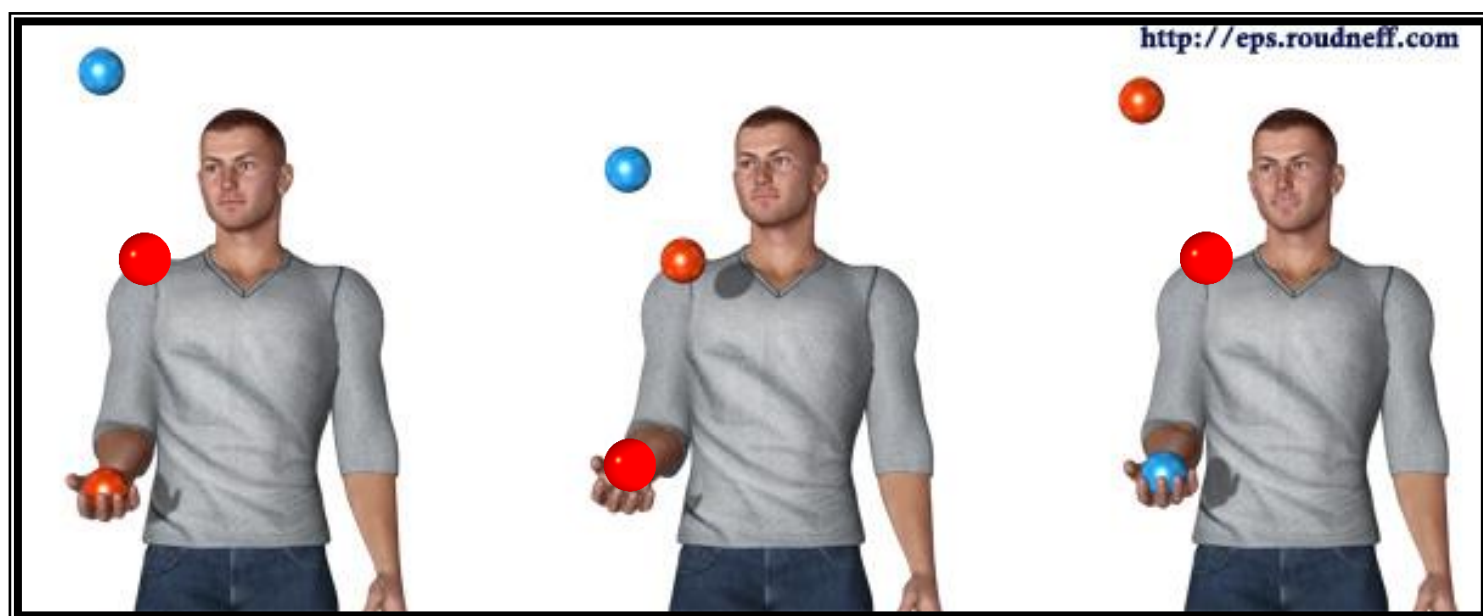
**3 balles et deux mains**  
**3 balls and two hands**



## Ascenseur Elevator



## 3 balles et une main 3 balls and one hand



## Demi-tour Half turn

1



2



3



4



5



6



## Bras croisés Arms crossed



## Lance rattrape Catch and throw

1



2



3



4



5



6



## Genou Knee

1



2



3



4



5



6



7



# L'hélicoptère Helicopter

1



2



3



4



5



6



## L'hélice Propeller

1



2



3



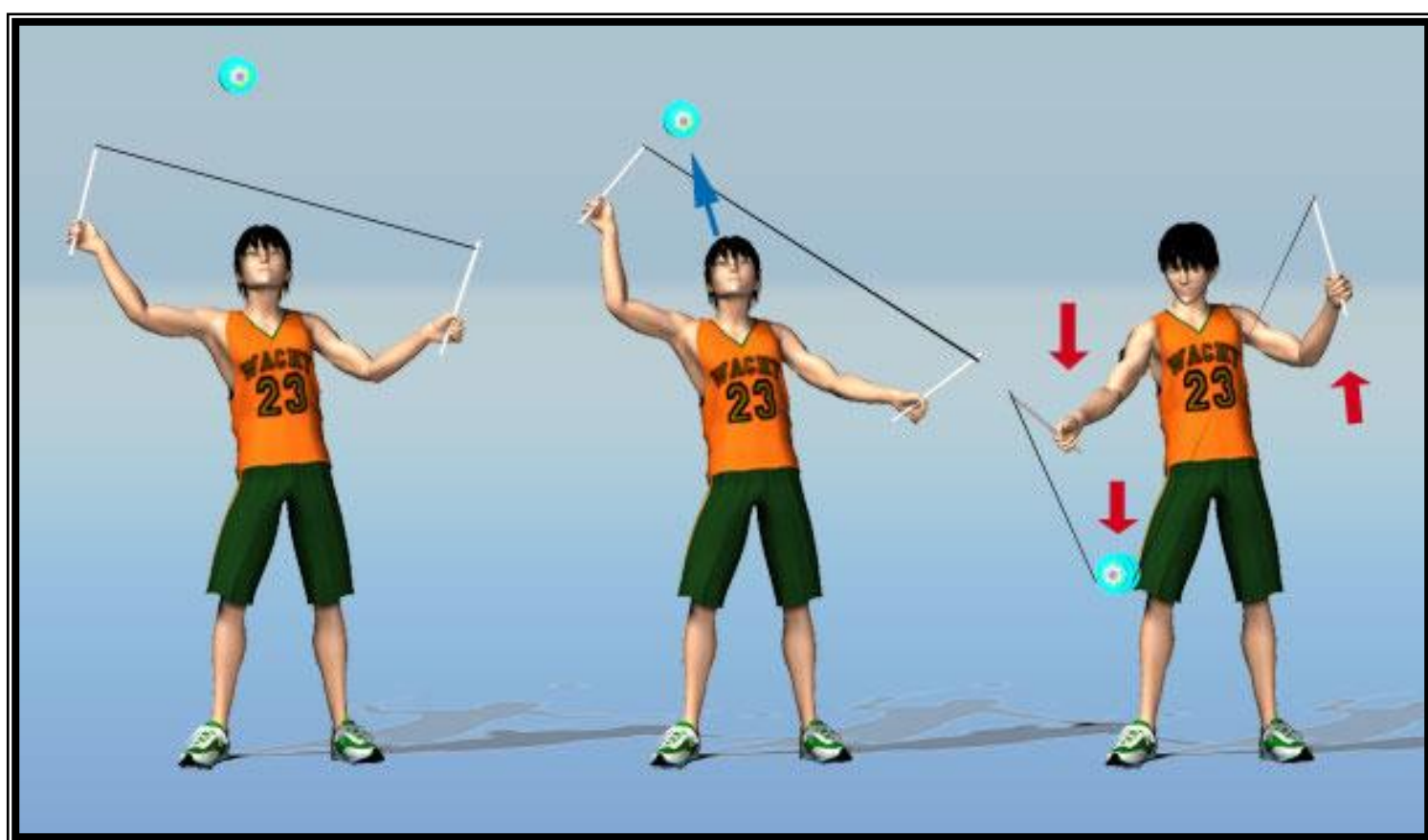
4



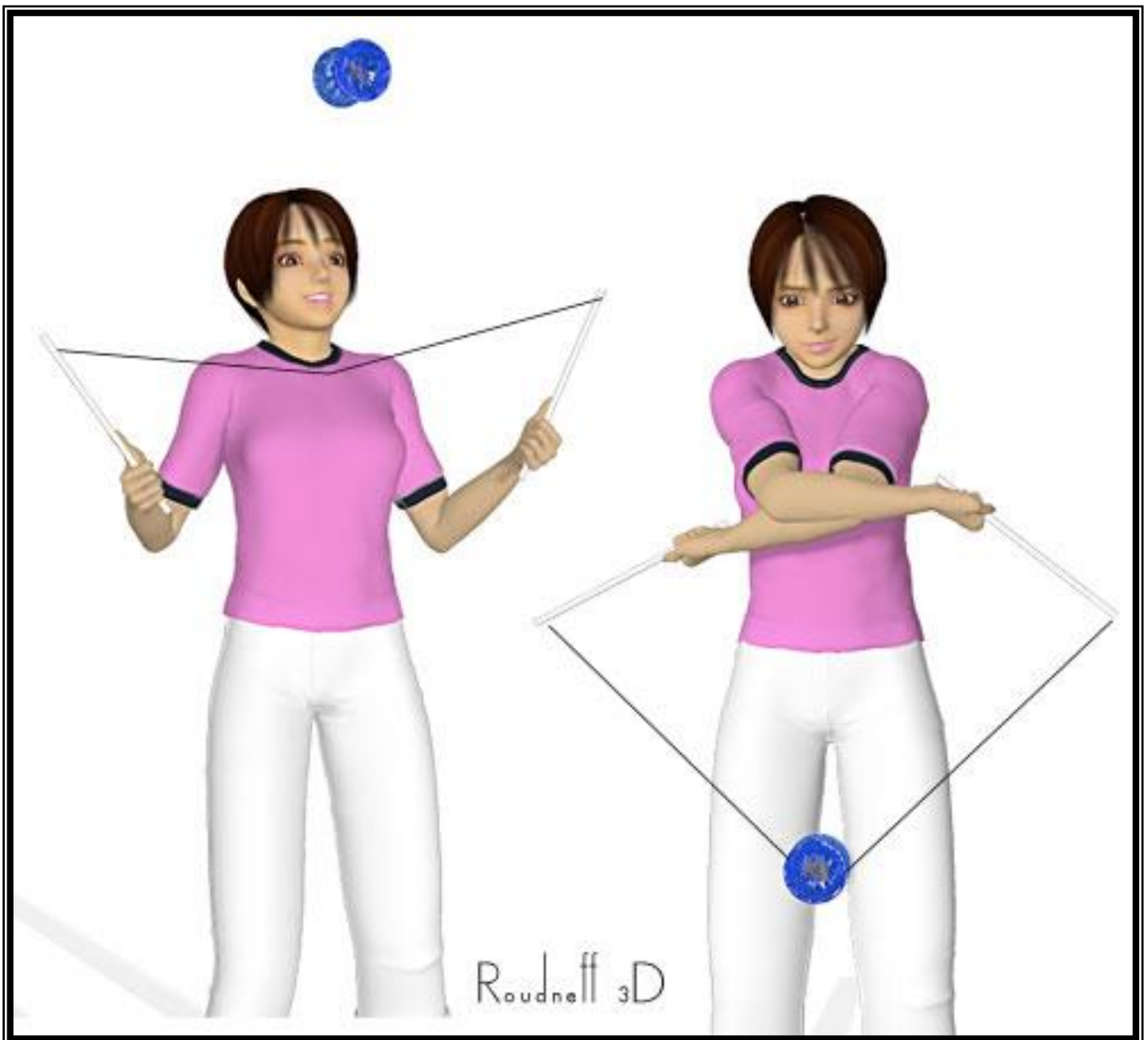
5



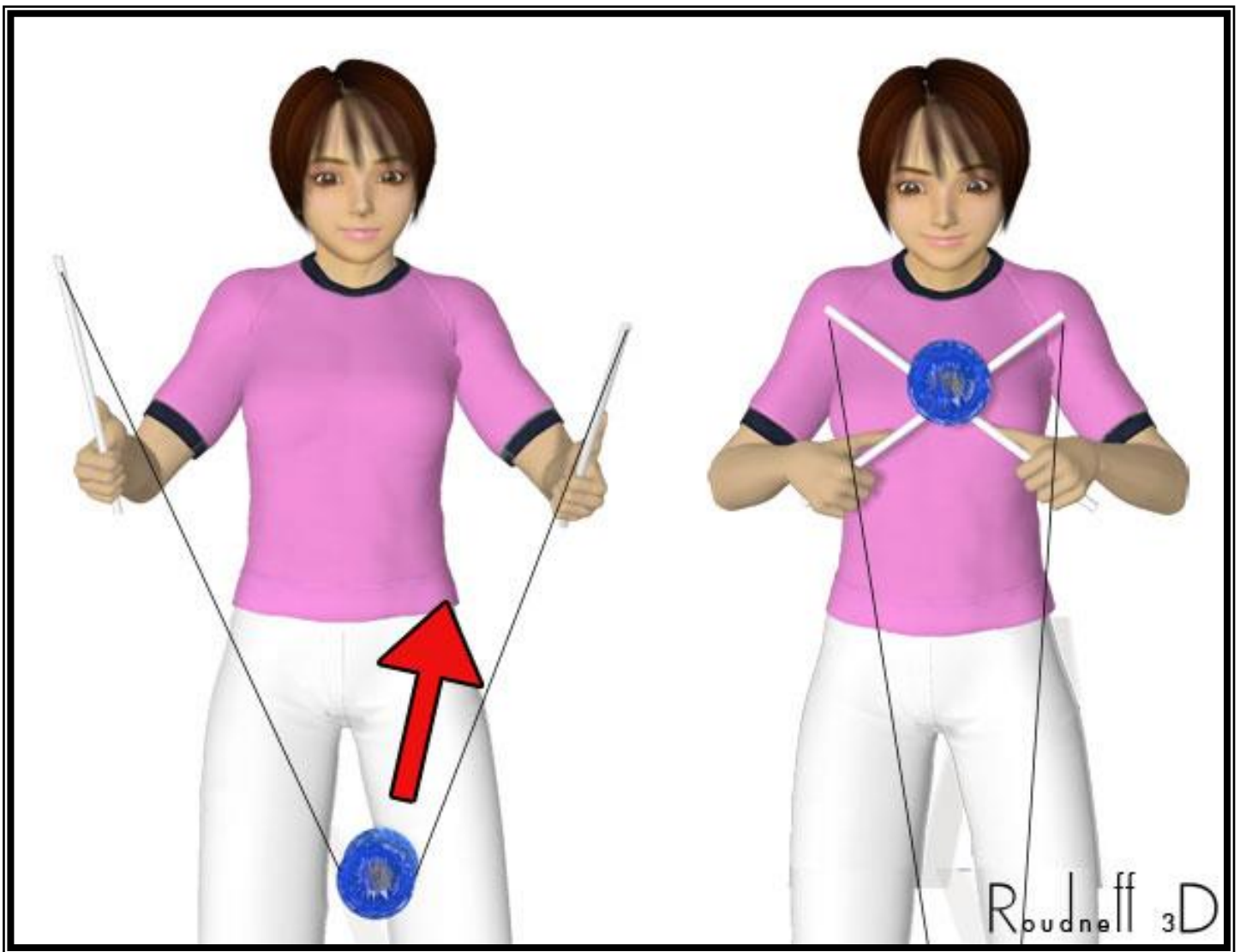
## Lancer et attraper Catch and throw



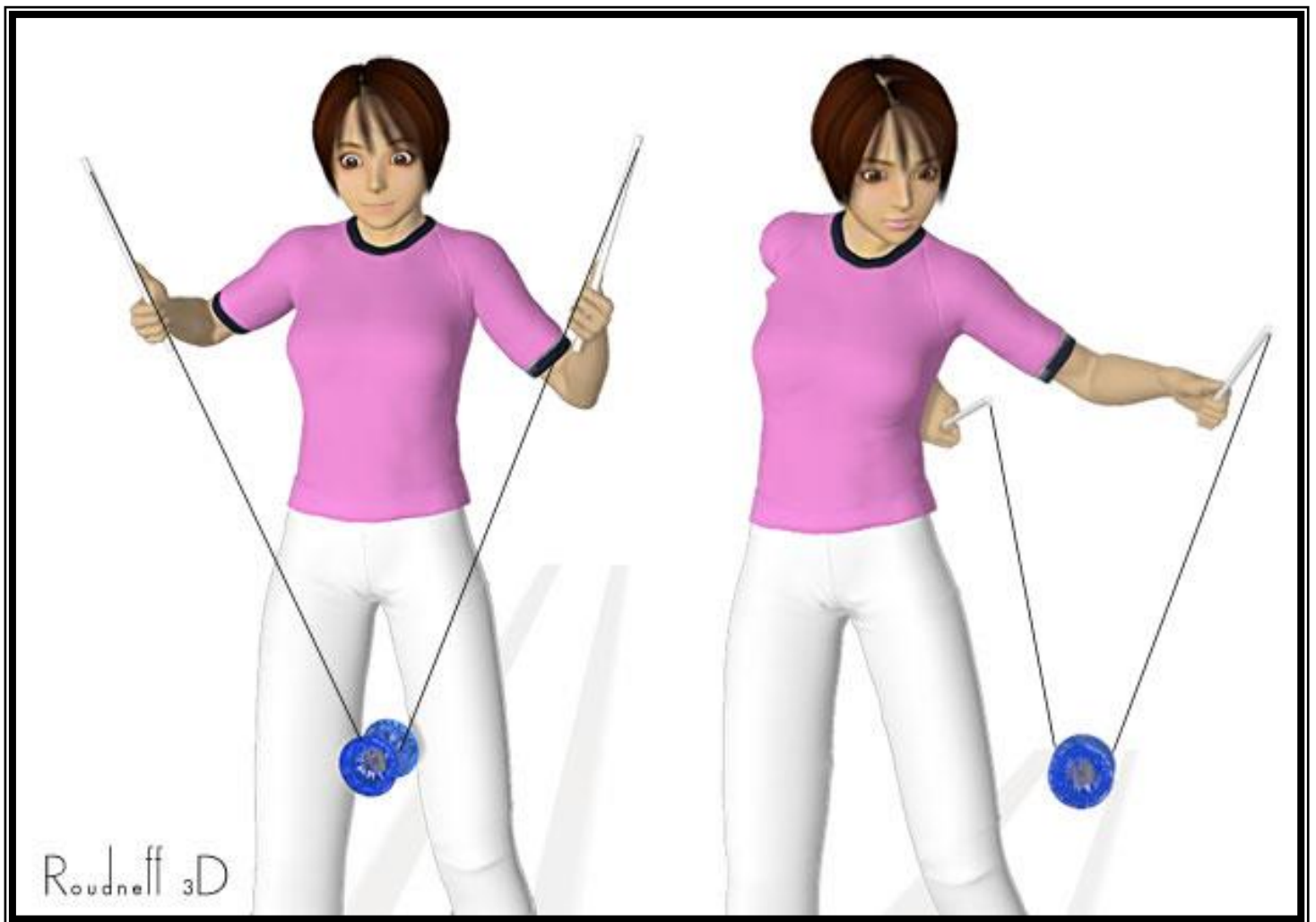
## Lancer, croisé et attraper Throw, cross and catch



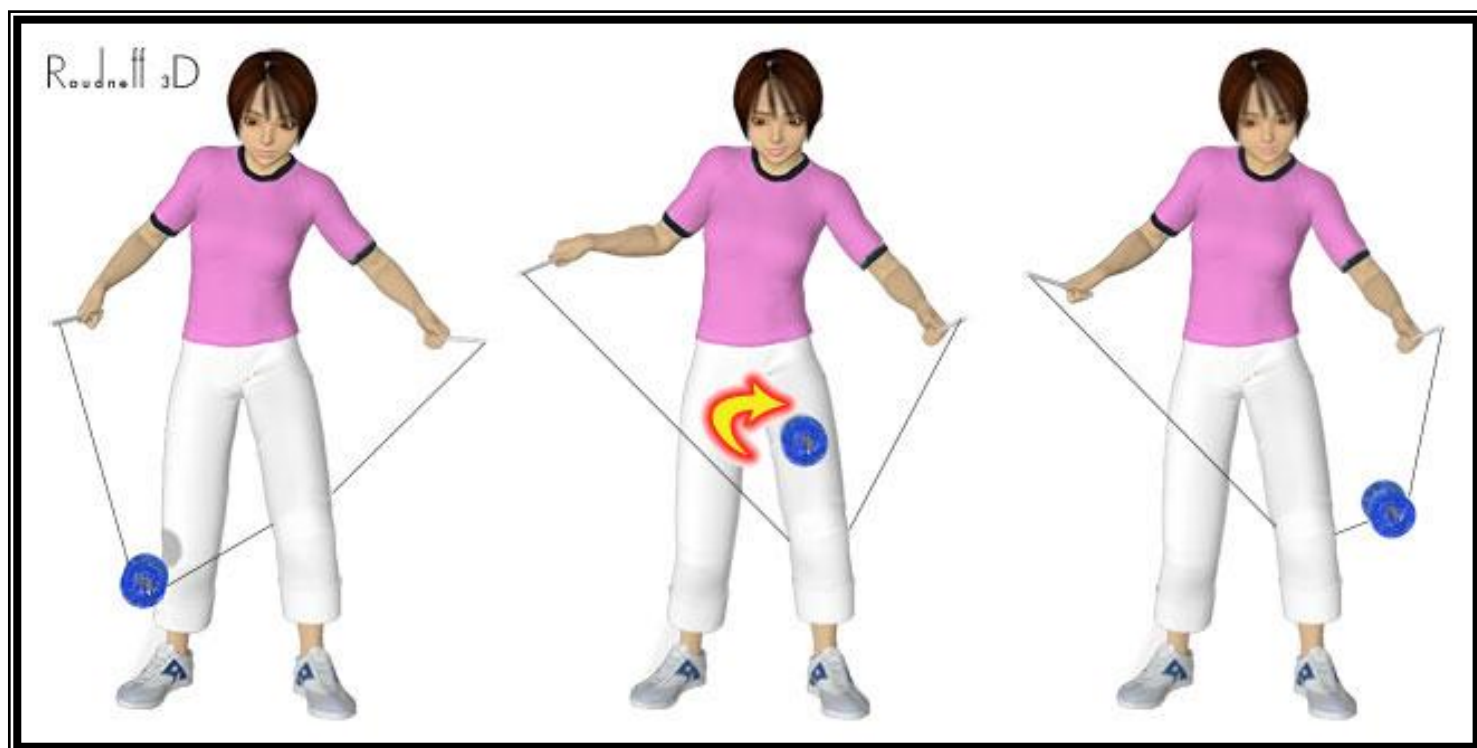
## Lancer et attraper en X Throw and X catch



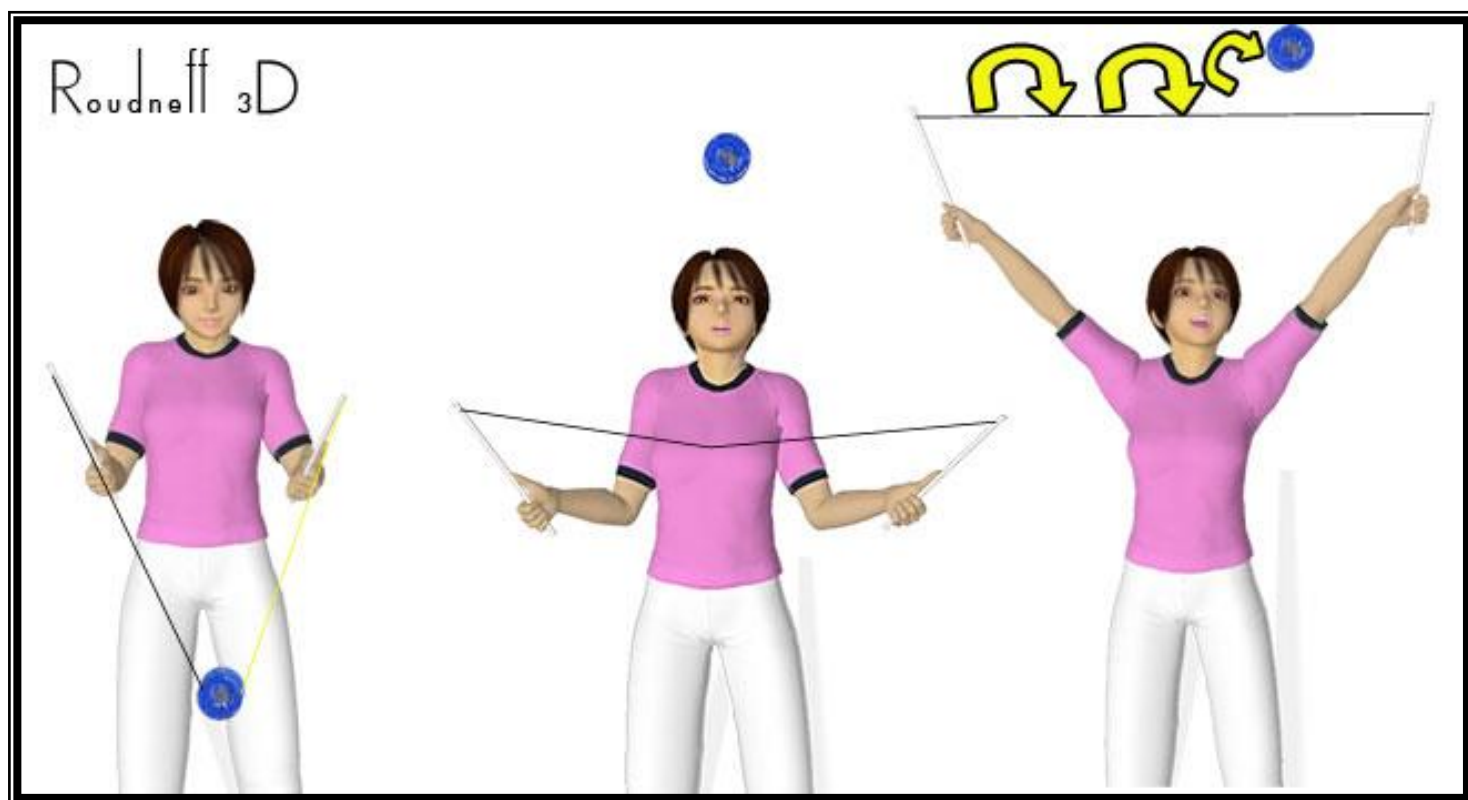
## Lancer, main derrière et attraper Throw, hand behind and catch



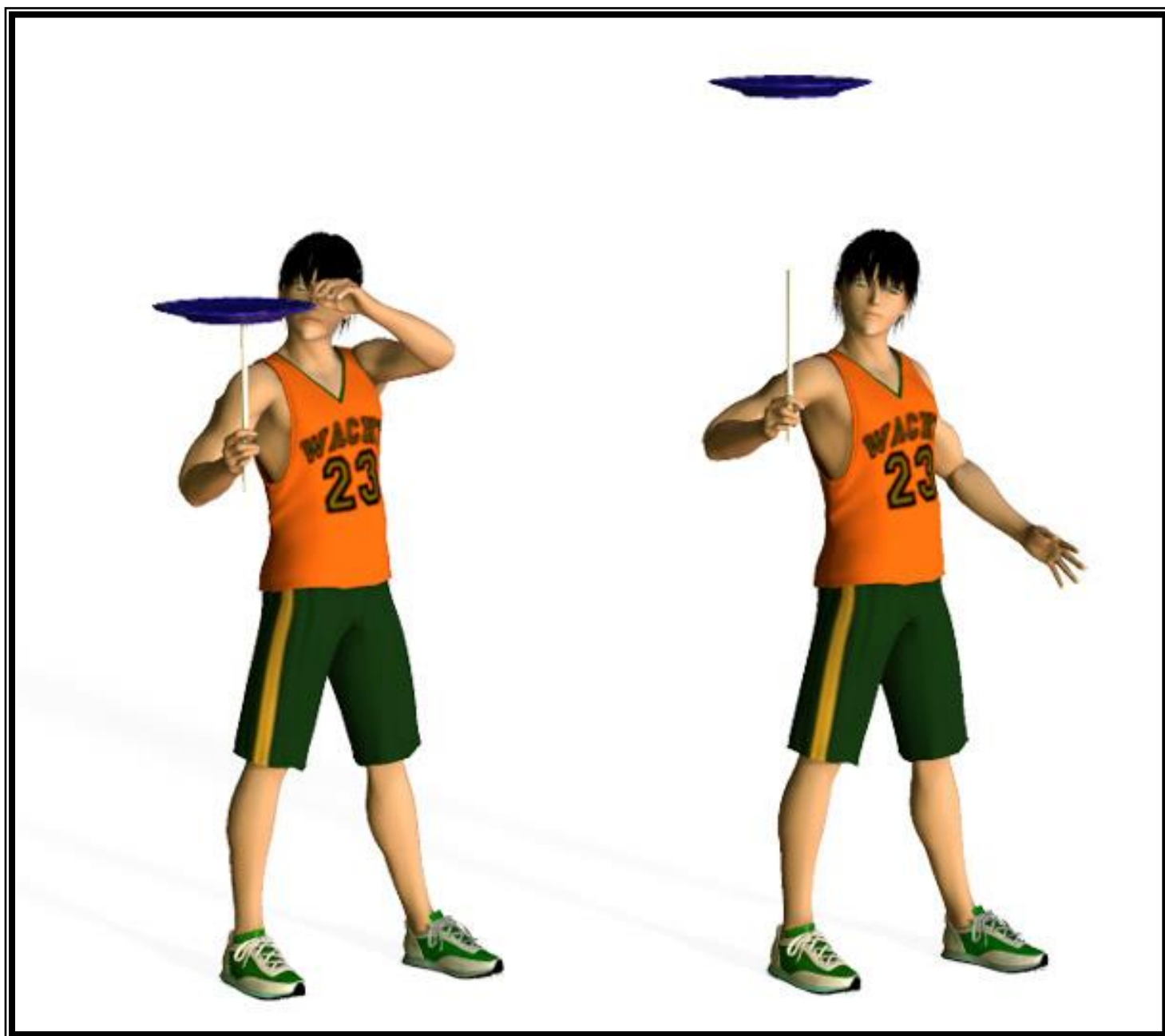
## Lancer, jambe par dessus et attraper Throw, legs over and catch



# Lancer, tendre et effectuer des bonds Throw, bend and make bonds



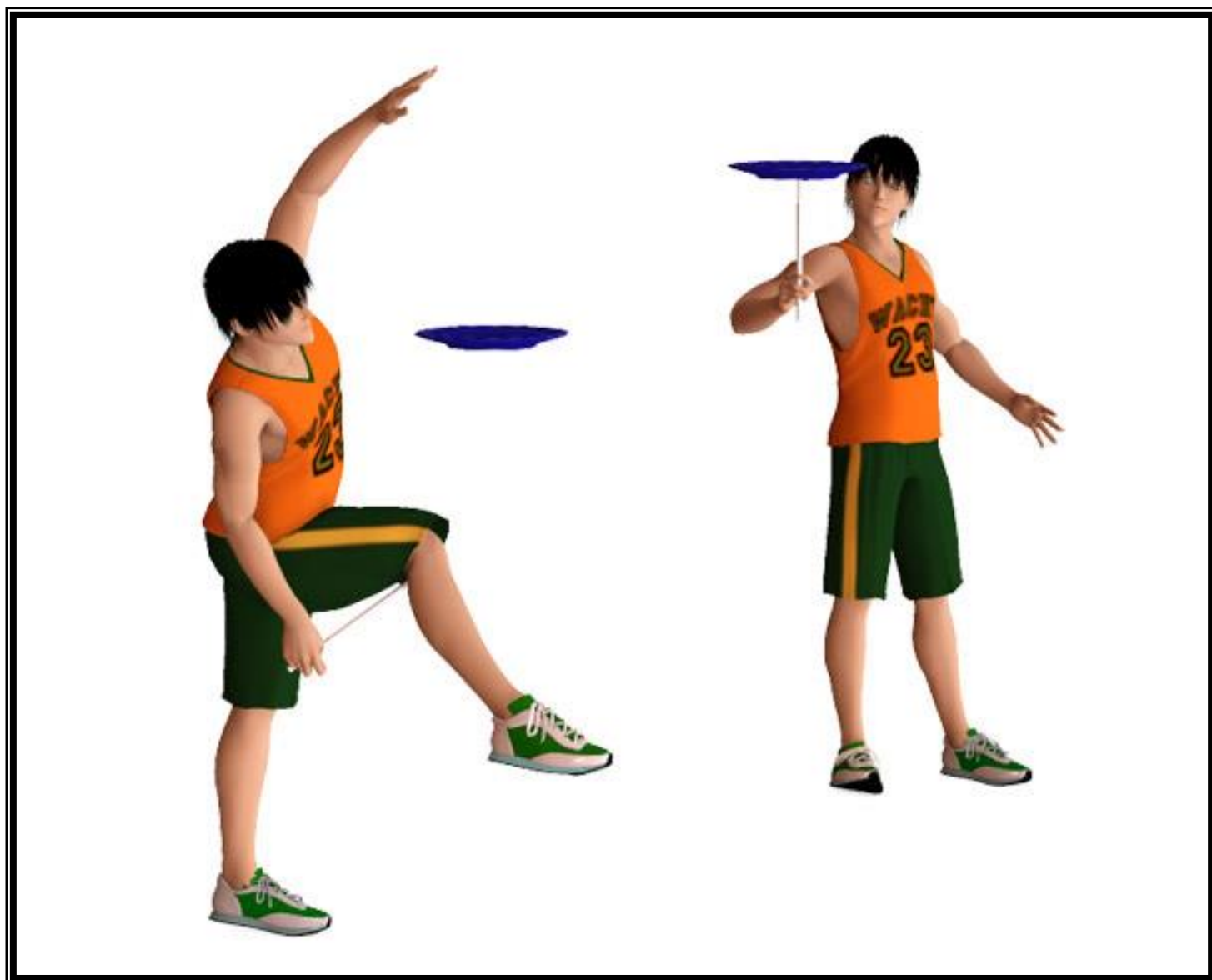
## Lancer et rattraper Throw and catch



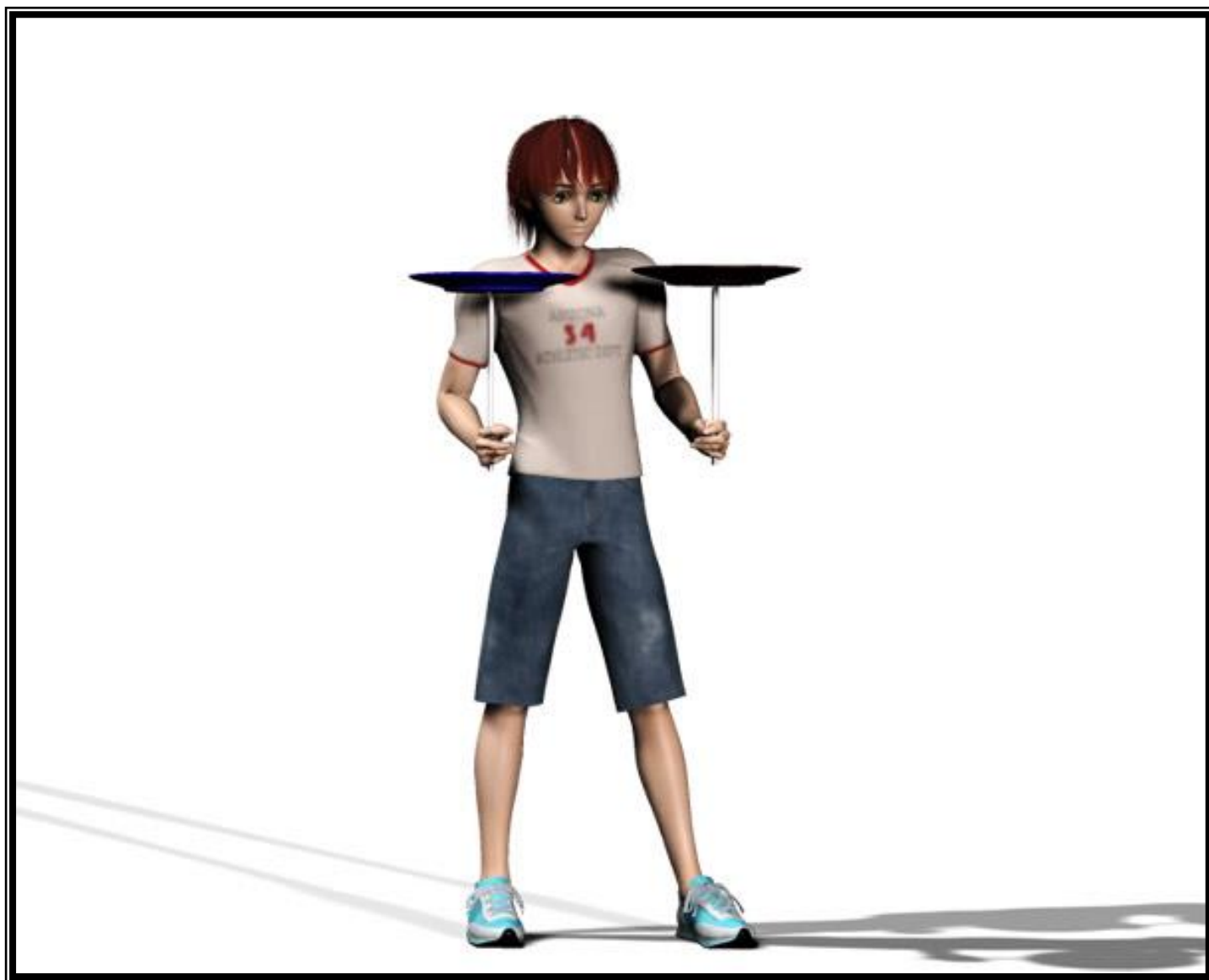
# Tenir dans la main Hold in the hand



**Lancer passer par-dessous la jambe et**  
**attraper**  
**Throw pass under the leg and catch**



**Tenir 2 baguettes deux mains**  
**Hold 2 sticks in 2 hands**



**Tenir 3 baguettes une main**  
**Hold 3 sticks in one hand**



**Tenir sur le front**  
**Hold on the forehead**

