

## ★ TRAILER NOTES ★

- Prepare a 30 minutes lesson
- Task: see check list ( attached)
  - Plan and lead together
- Link to one of the five points of the check list
  - Long term perspectives: way to access
  - 30 minutes activities

### Juggling

### RESPONSABILITY OF LEARNING

*Target group: adults (who they are....)*

Welcome:

Clapping to call the attention of the group. Circle. Body percussion.

Start asking to the group what they want to learn, practice, and how they want to be/feel/ be happy with after the lesson.

The teacher says to the group that they will have 20 min of free juggling, what they would like to work-practice.

The group propose different options about what they want to learn-practice: passing patterns; achieve super cool better juggling; became more confident; learn more; throw and catch objects; discovering new movements/quality; flow; inspiration moments

The teacher says: to be autonomous, organize yourselves, choosing where to go.

There are 3 groups following the proposals, and people split as they want depending by their interest.

**Group A)** Choose a prop and do: Repetition, Turns, Velocity/tempo (slow, medium, fast), Jump and Direct

1. free throws with imaginary ball
2. add body movements between the throw and catch
3. add the object

**Group B)** Learning passing patterns

**Group C)** Social sitewap

15' practice. Then all the group together:

The teacher makes the question to the group:

How do feel about it?

What would you like to change?

Nothing or everything or little things?

Show three different signs for Nothing, everything, little things.



## Acrobatics

## BALANCE OF POWER

Target group: acrobatic group

Welcome:

The teachers welcome the acrobatics group, as a normal class.

The warm up starts around the space: jump up and down while moving in the room, bouncing with all the body and with specific parts.

The participants have to find a place where they can have space, and close their eyes.  
The facilitator starts to explain a history:

*“You are robots just out of the factory. Start discovering movements of your own, invent moves which fits to you, which kinds are comfortable, do some really small movements, make them bigger, but you can't walk”*

2nd part:

*“Your feet are now free, you could move them, eyes open.....Now the robot discovers other robots and starts to have feelings like love. He falls in love with another robot, find ways to touch and move together. Find your partner, and hold each other, what makes you more stable ?*

Actions to do:

- find different acrobalance positions: carring, balance, base, flyer....
- Find a stable position make an offer to others, catching and making different positions with all the robots
- Let the robots come together
- All in a Circle: Build up a big picture of all robots



## Balance

## BALANCE OF POWER

*Target group: 11-13 year old, not experienced*

Welcome:

The space is setup with all different balance objects and protections, and rings on the floor.

They introduce the lesson: Who has been in Circus before?

They will do balancing. They skip the warm up, just saying the first exercise they will do: choose one object from the room, Find something you can carry with one hand which is not too sharp (but not a balance object) and put yourself inside one ring on the floor with the object.

Actions:

- As soon as the music start try to balance your thing with the right hand without moving from the ring
- Try to go with the object and walk to a free ring , move all the time
- Go to a blue or white or red ring: White goes to rola, red to the ball, blue to the tight wire

TASK: Balance how you want, but no feet. You can make sound of success.

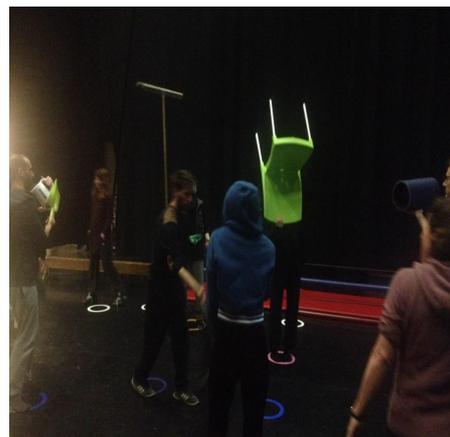
Stations: rola, tightrope , and globe.

Task: Discuss with your teacher : How can you be safe on your feet on the object (??)

Clap as sign of stop

TASK : Each group shows his idea

- a) One rola demonstration, peer to peer
  1. One demonstration with the help of a teacher
  2. Help her walking on the balance beam??



You can throw a die

When you throw number 1 or two you have to change to another station. If you have 2 you can choose another station with one more from your group

If you throw other numbers you have to stay 5 or 6 seconds on the station

Count 10,9,8,7,6,5,4,3,2,1,0 : Come to a circle. TO END: Reflection round:

How did you feel the most? Like a Ballet dancer, Stick, Puppet? Each “picture” has a meaning, think about wich represents yourself and do the form.

## Aerials

## ROLE OF THE TEACHER

*Target group: beginner group; first class*

Welcome:

The teacher explains the rigging of all the elements, describing the aerials and how they are set up and how they work.

Security/ mats

Starting game: "LAVA". Tag game, you cannot touch the floor when the music stops, the lava burns your feet and you have to climb to an aerial.

2<sup>nd</sup> game: "MONKIES". The space is a jungle, and start moving like monkeys and discovering the space as animals. Find 3 monkeys and one aerial.

- find a way to climb to one aerial with the help of the other 2.
- choose the aerial do you want to discover more:
- 4 groups, 1 teacher in each group, showing diferents actions using diferents ways of teaching and learning styles: silks (model, visual, without words), trapeze (kinesthetic, repetition, experimentation=)
- with a trapeze bar in the floor, make feel the sensation of rolling under the bar and put the legs over the bar (corvas)



## DISCUSSIONS after Trailer.....

### Juggling

#### ★ To the leader group: How was your planning??

“We started with a question – what participants would like to find in the session. We have divided two groups – a movement and juggling / follow own goals. Everything was really short – just to have a feeling – this was just a trailer”

“In the movement and juggling group we were playing until the stop. During the stop questions – how do you feel? What do you need? After a break we started to create a progression. The last part was again shared”

#### ★ Participants

“My frustration limits for juggling is quite low so usually I do not want to burden anyone with that. I have realized that taking a responsibility for learning sth you do not really like is very challenging”

“Responsibility is a tricky concept. There is a freedom to choice but also an obligation to choose. If it is not something you are familiar with that may be very difficult”

“Every learning starts with confusion....”

“There was non-comfort zone but also a possibility for comfort, more and less structured activities to choose from”

### Acrobatics

#### ★ To the leader group: How was your planning??

“We brainstormed some of our ideas thinking about the balance of power and acrobatics. We were instated in angles, shapes and spatial awareness. This is where the idea of robots came from. For us it was a question whether shall we start from a specific technique or a topic?”

“We have chosen a body related topic. Then we had a debate whether we want to have a set of exercises or rather a journey. We have decided for the second option”

#### ★ Participants

“The moments when I was checking the stability of my body and articulations was making me conscious”

“The instructions were very open which sometimes makes it unclear”

“I find this a key think with balance of power – how much framing do I need to give so the bodies and minds go exploring. If you do not say enough – people keep discussing what are were going to do. How much input, frame, freedom do I need to give?”

“The bigger the frame – the less creativity”

## **Balance**

### ★ To the leader group: How was your planning??

“We wanted participants to discover themselves what is the danger of the props. We wanted them to discover for themselves how is it to balance an object or on the object. The content did not serve to teach techniques but awareness of their own safety. They may use it in different context”

“The idea is not to develop the skill, the movement (content) but competences that will help a student to arrive to these techniques”

“Content is everything that is in the class. The function – what do you use it for?”

### ★ Participants

“I think talking through with students the safety issues was very good”

“It was good that first we have tried the props and then were asked about the safety issues. Many kids can’t imagine it beforehand”

“I appreciate how you used the group, skill and peer learning in risk management. It is unusual to do that. We tend to think that if we make it more open there is more risk”

## **Aerials**

### ★ To the leader group: How was your planning?

“We were trying to switch teacher roles depending on the moment and trust in our character”

“We were trying to be ourselves with the awareness of these roles”

“We tried to integrate many learning methods. We came to the conclusion that we will not focus specifically on them, they will organically flow out of the process”

### ★ Participants

“I liked that first we did the exercise when we were just trying to get on the props in the “family” groups without prior knowledge. Then we were taught some techniques”

“I found it very brave to start with such a directive talk about rigging. Some people need this kind of information to start feeling comfortable. In a way like this the auditory people may be very interested. More kinesthetic or visual people may get bored. A question – how can I transform this information so it includes also kinesthetic and visual students?”

“I felt that a more directive style of teaching has created a safe environment for me to learn, as a real beginner aerialist”