

FLOWER STICKS

STUDENT TARGETS

- ✔ **Skill:** I will perform a ground start with the flower sticks.
- ✔ **Cognitive:** I will discuss and explain Newton's third law of motion.
- ✔ **Fitness:** I will participate and actively engage in circus arts activities.
- ✔ **Personal & Social Responsibility:** I will remain focused, demonstrate grit, and work to overcome challenges related to circus arts skills and tricks.

TEACHING CUES

- ✔ Focus on Form
- ✔ Put in Work
- ✔ Be Patient with Yourself
- ✔ Stay Safe

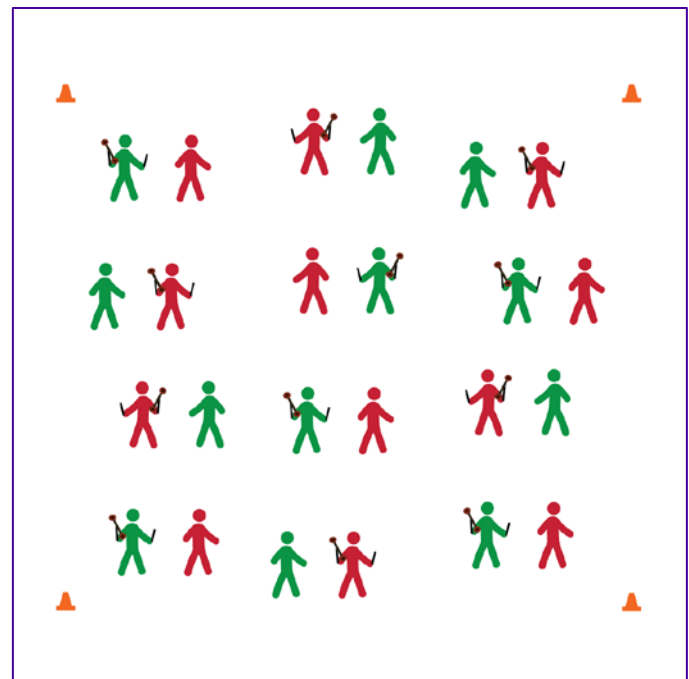
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 set of flower sticks per 2 (or 3) students
- ✔ Circus Arts Activity Cards
- ✔ Music

Set-Up:

1. Pair (or group) students depending on how much equipment you have available.
2. Each pair or group with a set of flower sticks.



Activity Procedures:

1. Today we'll begin learning the basics of how to use flower sticks.
2. I will demonstrate (or show via YouTube), and then you and your partner will take turns trying each trick. After each trick, we'll discuss the forces of science that apply to flower stick performance.
3. Any time you hear the stop signal, hold your objects and listen for instruction.

Grade Level Progression:

- 6th: Students perform 1 or more basic skills from Level 1 of the activity card.
- 7th: Students perform all of the skills from Level 1 of the activity card.
- 8th: Students perform all Level 1 skills and 1 or more Level 2 Skills.



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UNIVERSAL DESIGN ADAPTATIONS

- ✔ Provide physical assistance when/where appropriate.
- ✔ Allow students to perform rhythmic activities with the control sticks.

ACADEMIC LANGUAGE

Growth Mindset, Grit, Perseverance

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [M25.6-8]** Demonstrates correct technique for basic skills in one self-selected individual-performance activity (6); Demonstrates correct technique for a variety of skills in one self-selected individual-performance activity (7); Demonstrates correct technique for basic skills in at least two self-selected individual-performance activities (8).
- ✔ **Standard 2 [M12.6-8]** Varies application of force during dance or gymnastic activities (6); Identifies and applies Newton’s laws of motion to various dance or movement activities (7); Describes & applies mechanical advantage(s) for a variety of movement patterns (8).
- ✔ **Standard 5 [M3.6-8]** Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help/feedback, and/or modifying the tasks (6); Generates positive strategies such as offering suggestions/assistance, leading/following others, and/or providing possible solutions when faced with a group challenge (7); Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge (8).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** How would you describe a ground start with the flower sticks?
- ✔ **DOK 2:** How is Newton’s first law of motion related to performing a ground start?
- ✔ **DOK 3:** Thinking about Newton’s Second Law of Motion, why is force an important component of Flower Stick performing? Elaborate with details about how force should/could be applied.
- ✔ **DOK 1:** What does perseverance mean?
- ✔ **DOK 2:** What sort of language would you use when encouraging someone to persevere? Provide examples.
- ✔ **DOK 3:** How is grit related to perseverance?

TEACHING STRATEGY FOCUS

Help students process content: After the class discusses movement and/or scientific concepts, allow them to return to their practice with a focus on the ideas that have been discussed. Circulate through the class and take time to have individual discussions to invoke deeper thinking and processing.