

Functional Juggling workshop program

1° Day workshop session

N° of hours 6

Contents:

ACTIVITY	TIME	CONCEPTS
Presentations.	About 30 min	This introductory part serves to introduce the participants to each other and to share their motivations for work with the group.
Discussion about “What is juggling”.	About 30 min	Clarifying the definition of juggling serves to lay the conceptual foundations of the work, without a clear definition of the basic concept, the workshop is confusing
Discussion about current problems on teaching juggling.	About 30 min	At the moment juggling teachers still use D. Finnigan's three-step method to teach juggling, this method created in the 1980s, now proves obsolete and not adequate to the new theories of learning.
Discussion about the three pillars of learning.	About 15 min	The emotional, cognitive and technical aspects are the three pillars of learning, an effective method that must take them into account to give good results.
Demonstration and explanation of the five-step method.	About 45 min	The first two steps are the pedagogic addition of C. Quat to the Finnigan method, these two steps are practical exercises that aim to develop an emotional safeguard, a preparatory cognitive phase, and preparations for the three-ball technique.
Discussion and questions on the topics covered during the morning.	About 30 min	
Lunch break.	About 1hour 1/2	
Review of the concepts explained during the morning.	About 15 min	
Explanation of the process formation first part.	About 30 min	The first part of the explanation provides only the concepts of space and time.
Practical exercises on the first part of the process formation.	About 30 min	The participants first in solo then in pairs create movements linked to increasing levels of difficulty with the relationship between space and time.
Explanation of the process formation part two.	About 30 min	After having assimilated the concepts of space and time, I explain clearly and scientifically what the muscle activation signal is and its two types of actuation.
Practical exercises on the second part of the process formation.	About 30 min	Now that the participants have the complete notions of the process formation, they can analyze existing movements and create new ones according to their tastes and needs.
Use of the process formation in educational paths.	About 45 min	Once the process formation has been assimilated, it is important to talk about its

		<p>methods of use during the frontal work with the students.</p> <p>This part includes practical examples and exercises.</p>
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2° Day workshop session

N° of hours 7

Contents:

ACTIVITY	TIME	CONCEPTS
Demonstration of a juggle board session.	About 30 min	During the first demonstration of j.b. I always choose the participant with the lowest technical level to more faithfully recreate the situation that is normally encountered by facilitating non-jugglers.
QuatProps notation (PropSwap) explanation.	About 1 hour	Before going into the actual practical part, it is important to explain the writing of the notation, the meaning of the numbers, brackets and asterisks.
Adaptation of the process formation with the juggle board.	About 1 ½ hours	Once the notation has been studied, the concept of process formation is inserted on the table, I studied specific exercises and quizzes to facilitate the learning of this decidedly complex concept.
Further explanations and questions.	About 30 min	It is important at the end of this session to allow time for all doubts and questions of the participants to be clarified!
Lunch break.	About 1 ½ hours	
Demonstration of the primary composition	About 20 min	It is important at this point of the work to observe the compositions again after having acquired all the notions relating to the process formation relating to the juggle board. Participants have a much more complete and evolved perception of the sequence they are going to study.
Primary composition with fixed states.	About 1 ½ hours	In this phase of work we focus on the study of all those fixed schemes (ie when the spheres are not moved from the lanes) that are considered basic for the learning path, and the order in which to propose them.
Primary composition with open states.	About 1 hour	The open states even if at first glance they seem simpler, in reality they must be studied and deepened in an exhaustive way, the fact that the number of spheres is variable for example is a basic concept.
Mixed states study	About 20 min	Even if the mixed states are not included in the primary composition, it is important to dedicate an in-depth study to them.

		However, they are the only example of dissociated movements that can be proposed quite simply at the end of the primary composition.
Further explanations and questions.	About 20 min	

3° Day workshop session

N° of hours 7

Contents:

ACTIVITY	TIME	CONCEPTS
Warm-up game with flowersticks.	About 10 min	As a couple we place two flower sticks on the palms of the hands, without grasping them with the fingers. We have to move and dance in space without dropping them. In addition to being a warm-up game, this exercise brings attention to communication through sensory stimuli, a key topic of the morning.
Review of the concepts expressed in the previous two days.	About 20 min	Before continuing with the workshop I ask random questions to verify that the fundamental concepts of the method have been acquired.
Explanation and demonstration of facilitation techniques.	About 2 hours	By facilitation techniques we mean all those precautions and precautions that help us to adapt the primary composition to a single participant in front of us. the facilitation techniques are varied and mainly focus on non-verbal communication, motor problem solving, adjustments of time, space and force during the rolling of the spheres.
Further explanations and questions.	About 30 min	At this point of the training course the questions of the participants begin to become very precise and specific, we can say that this is the apex of the coded method of QuatProps.
Other examples of using the juggle board.	About 30 min	After a complex work such as facilitation techniques and before changing the subject, I decided to dedicate 30 min to an interesting, light and fun activity like the minor methods of using the juggle board. In this half hour I explain quickly but clearly the setting on an inclined plane and its

		adaptations for both juggling and non-juggling participants, and all the toss-roll states.
Lunch break.	About 1 ½ hours	
Explanation and demonstration of the sub-orbit concept.	About 1 hour	The concept of sub-orbit is a very important theory created by Quat which is based on the use of two objects which, moving in two distinct orbits, create a cyclic motion. The work with the sub orbits is done using the juggle board in orizzontal mode. This mode allows us first of all to make the participant work alone with a reference movement model provided by the facilitator, and to insert other objects in addition to the spheres.
Use of common objects in functional juggling sequences.	About 1 hour	After the participant has worked with the juggle board and has become familiar with the primary composition, it is possible to reproduce the same sequences of movement using common objects instead of the table and the spheres. The examples that are demonstrated to the participants are "pouring water into glasses" "turning the coins placed on the table" and "drawing with felt-tip pens".
Creation of new movement sequences.	About 30 min	After studying the sub-orbits and patterns with commonly used objects, I ask the participants to research and present new motor sequences based on the two concepts just learned. This part of the work as well as being very stimulating and fun is an excellent feedback to check the acquisition of QuatProps methodological knowledge.
Video call with Craig Quat.	About 1 hour	After three days of working on the QuatProps method there is no better conclusion than a video call with the creator of the method. This vitrual meeting serves the participants both to have information on the genesis of the method and on the founder's working background, and to have another opportunity to ask and have clarifications on the working and philosophical structure of the method.

4°- 5°-6° Days practice on the street

N° of hours 6 per day (+ 2 hours final feedback)

Contents:

ACTIVITY	TIME	CONCEPTS
Prepare work stations.	About 30 min	The setting of the workstations for the facilitation on the street is very important, and consists of an info point where the project is explained to the participants, information material is distributed and during the covid period, the safety protocols are carried out. In addition to the infopoint, the juggleboard stations are set up, it is important that the number of juggleboards is at most half of the participants in the training.
Review of the day's exercise.	About 1hour	Before opening the juggleboard stations it is important to focus on the activity, especially in the first work sessions. Participants are then asked to carefully review and example a part of the primary composition which will become the exercise of the day on which to pay the greatest attention.
Facilitation session.	About 3 hours	Once the stations are open, the novice facilitators will invite passers-by to juggle with them (also supported by the info point), it is important that the first facilitation sessions for newbies are free (without any economic agreement) to allow them to experiment in full freedom the work learned in the previous days. While the group facilitates the other half observes the sessions and then discusses them during the feedback part. This alternation, which takes place approximately every half hour, also serves to rest the new facilitators who tend to tire quickly.
Reordering of materials.	About 30 min	
Feedbacks of the facilitation sessions.	About 1hour	After the facilitation sessions on the street, it is important to find a quiet place to discuss the experience just made. The feedbacks may concern both the technical aspect of the juggleboard patterns, and the emotional / motivational aspect, analyzing the reason for the duration of the patterns and motor proposals.

Final feedback

This feedback is a global discussion on the whole workshop path and is carried out after the last feedback of the third day of the session on the road.

Normally it is appended to this feedback or done in another place / day or after a break.

The themes of this session are:

- Discussion and clarification of the connection between the theoretical and the practical part.
- Discussion and clarification of the practical values of the training course.
- Discussion and clarification of the facilitation experiences.
- Development strategies of functional juggling in work environments.
- Delivery of diplomas.