



**BINDLESTIFF'S CIRKUS AFTER SCHOOL**

## **BINDLESTIFF'S CIRKUS AFTER SCHOOL Values**

**Safety-** the condition of being safe from, undergoing, or causing hurt, injury, or loss.

**Life-long learning-** the "ongoing, voluntary, and self-motivated" pursuit of knowledge for either personal or professional reasons.

**Responsibility-** personal or financial accountability (accepting blame or credit); having a duty; being in control of something; the ability to act independently and make decisions without authorization

**Practice-** repeated exercise in or performance of an activity or skill so as to acquire or maintain proficiency in it.

**Collaboration:** the action of working with someone to produce or create something; synonyms: teamwork, partnership, association, working together, cooperation

**Compassion-**sympathetic consciousness of others' feelings (i.e. distress, fear) together with a desire to alleviate it. Empathy vs. Sympathy. Empathy is the ability to experience the feelings of another person. It goes beyond sympathy, which is caring and understanding for the suffering of others.

**Respect-** to feel admiration for (someone or something); to regard (someone or something) as being worthy of admiration because of good qualities;  
to act in a way which shows that you are aware of someone's rights, wishes, etc.

**Trustworthiness** - The quality of dependability. Steadiness. The knowledge that something can be relied on. Consistency.

**Empowerment** - a process of becoming stronger by recognizing and building on individual strengths/ skills in a way that is valuing and affirming for all

**Choice-** the act of selecting or making a decision when faced with multiple possibilities

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**Positive words:**

Definition / In Action

**Effort** a vigorous or determined attempt. / [Do your best; end on a good one; stay on task](#)

**Attitude** A firmly held belief which affects thoughts and behaviour. Point of View. Frame of Mind. Examples: stubborn, willing, courageous, pessimistic, critical, enthusiastic, energetic, lethargic.

[Be aware of how your state of being \(hungry, angry, tired\) affects your attitude.](#)

[Be aware of how your attitude may shift as you try new or difficult things](#)

**Cooperation** assistance, especially by ready compliance with requests. / [help others; share; follow directions](#)

**Leadership** the action of leading a group of people or an organization. / [be an example of positive behaviour; instill confidence in others; work for the group](#)

**Community** a group of people living in the same place or having a particular characteristic in common; a feeling of fellowship with others, as a result of sharing common attitudes, interests, and goals; society; people sharing social values and responsibilities / [the feeling of belonging](#)

**Character** the mental and moral qualities distinctive to an individual.

[Qualities of good character: cooperation, focus, attention, patience, enthusiasm, punctuality, duty, sincerity, dependability, truthfulness, gentleness, self-control, endurance, generosity, compassion, boldness](#)

**Resilienc(e)y** the capacity to recover quickly from adversity, change, or difficulties / [bouncing back; keeping your mind open to different possibilities; looking for optimism; making a way out of no way](#)

**Trust** firm belief in the reliability, truth, ability, or strength of someone or something / [being honest with someone about your feelings, needs, thoughts; holding someone's confidence](#)

## **BELL RINGERS**

Line ups:

by height,

by shirt color,

by hair color,

by eye color...

challenge participants to do this silently

Balance on one foot with eyes closed

Recite alphabet backwards

## **Check-in questions -**

**aesthetic distancing (the gap between conscious reality and fictional reality - safe emotional space)**

What is your personal weather status (cloudy, foggy, sunny breaks etc)?

If you were the river today, would you be smooth? Waves? high tide? low tide?

If you were an animal, what would you be?

What are you noticing in your environment that relates to Cirkus?

What's one new and interesting thing you've been thinking about lately?

What's one thing that brings you energy and joy?

What kind of a day have you had so far today?

What words would you use to describe where your head is? And where your heart is?

If you could invite someone you respect to sit beside you and support you in making your day successful, whom would that be?

What's one thing you hope to get accomplished at today's class?

What is one interest of yours that others in this group might not know about?

Given our work in Cirkus so far, what do you feel best about?

Share a one or two-word intention you hold for today's class.

What is something you came across recently that gave you hope or inspiration?

One thing nobody here knows about you?

One thing you would buy if you were a millionaire and why?

One thing you would never like to do again and why?

Would you prefer to travel forward in time, or back?

What's The Weirdest Thing You've Ever Eaten?

What's your strangest talent?

What is something that amazes you?

What is your absolute dream job?

## Non-Verbal check-ins:

**Make a body shape**

**Tell us a story with your face**

**Thumbs up / thumbs down / thumbs "meh"**

**Show your favorite animal in motion**

**Mime a chore you hate**

**Make a letter with your body**

### **Class Format- weekly structure**

**Circle:** this is our "go-to" structure for starting / ending class.

We start each session by creating shared agreements; we come back to circle to discuss group issues

**Check-in:** each student answers a question by telling a story or following a physical prompt

**Value:** each week we discuss a different value and experience it in the context of the day's class

**Warm-up or Mindfulness:** full group

**Activity:** can be stations or full group

**Game:** this is an improv exercise or a game with an SEL or Value component

**Student self-assessments** - can happen any time during class... individually or small groups

**Closing circle:** a safety check (emotional / physical), a closing ritual

**Staff reflections:** notes from instructors on how the day went entered into lesson plan

### **SAMPLE PROGRAM ARCS**

**Sample: 13 week program lesson arc**

**Week 1-3 :**

Community building--mutual expectations and shared agreements

- What the class is about
- Introduction to different skills and props
- Creating shared rituals: closing, self-assessment, etc.

**Weeks 4-8 :**

explore skills (scarf juggling, ball juggling, stilts, plate spinning, diabolos, etc.)

**Weeks 9,10,**

Focused skills practice--students chose 2 focus skills and think about show-building

- How would you tell an important life story using circus-arts?
- How would use circus-arts to inform people about an issue that affects you, your family or your community?
- How can you use visual arts, clothing/costuming, music to help tell your story, educate others about your issue?

**Week 11:**

Finalize and practice acts

**Week 12:**

Final Showcase--showing off acts to each other, recording acts for students with media waiver

**Week 13:**

Party, reflections, closing ritual

**Sample: 21 week program lesson arc****Week 1-3 :**

Community building--mutual expectations and shared agreements

- What the class is about
- Introduction to different skills and props
- Creating shared rituals: closing, self-assessment, etc.

**Weeks 4-15 :**

explore skills (scarf juggling, ball juggling, stilts, plate spinning, diabolos, etc.)

**Weeks 16-18,**

Focused skills practice--students chose 2 focus skills and think about show-building

- How would you tell an important life story using circus-arts?
- How would use circus-arts to inform people about an issue that affects you, your family or your community?
- How can you use visual arts, clothing/costuming, music to help tell your story, educate others about your issue?

**Week 19:**

Finalize and practice acts

**Week 20:**

Final Showcase--showing off acts to each other, recording acts for students with media waiver

**Week 21:**

Party, reflections, closing ritual

**Weekly Lesson plans follow**

## Week 1: 9/20/2024

**Check In:** What are your expectations in Cirkus After School?

**Value:** **Responsibility**

- What does it mean?
- What is an example of a responsibility?
- Connect to being responsible and accountable to our Shared Agreements

**Warm Up:** Workout Cube, water break is not allowed until the 3rd roll.

**Skill 1-** Scarf Juggling

**Game-**

- Name Game - The class will all stand in a circle facing each other. The coach will start off the game with one juggling ball. The objective is to look for someone you don't know in the circle, ask their name, say their name, and then throw the ball to them. Once someone throws the ball, they will sit or kneel down. Continue this until everyone has a go. Repeat 1-2 times.
- Scarf Line - Students will stand in one line holding at least one scarf. The student in front of the line will shout "Scarves up!" and everyone will hold their scarf up. After, the student will shout "HUP" and everyone will throw their scarves in the air. The student in front of the line will run behind the line and grab the last scarf in the air. Everyone else will take a step to the left (or right) and grab the scarf that is in that direction. Continue this pattern until everyone gets at least two turns.

**Activity-**

- HUP - Students will be asked to walk around the classroom while juggling with scarves. When they hear a coach shout "HUP", students will turn towards the coach and hold their hands up. Afterwards, students go back to walking around until they hear 'HUP' again. Coaches will then assign students to say 'HUP'.

**Class reflection**--something you accomplished, a goal or a challenge, safety check

**Closing Circle / positive word / or / ritual to end the day:**

**Reflection:** Class went super well. There's a lot of returning students, so we can get a lot of progress with them supporting each other and the new ones. We had some trouble with two students, Joon and Damiya.

Joon and Damiya since last year, were the ones who interrupted the class with talking or playing with someone else. The behavior continued, with Joon being more difficult. I spoke to his father about his behavior and all 3 of us had a discussion. Joon apologized. His father did mention how Joon and Damiya have been friends for a long time and this is the first time they're not in class together. This made everything a lot clearer. I let Joon know I understand how it feels to want to speak to someone you don't see as much. And explained that the quicker we get through shared agreement, values, etc. then they get to talk faster. I'm optimistic about next Friday!

## Week 2: 9/27/2024

**Check In:** If you could choose to be an animal, what would you be?

**Value:** **Collaboration**

- What does Collaboration mean?
- Name a time when you collaborated with someone.
- Do you know how we collaborate in the circus?
- Explain
  - How we might collaborate in class

- Why it's important everyone is on the same page

**Warm Up:** Workout Cube, water break is not allowed until the 3rd roll.

**Skill 1-** Flower Sticks/Scarf Juggling

**Game-**

- Clown in the Museum - One student will be picked to be a security guard while other students spread out and act like statues. When the security guard is looking at the student, they should not move. They are only allowed to move when the security guard has their back towards them. If they get caught moving, they sit down until the last clown is left.

**Activity-**

Partner Juggling - Students will be paired with one another and will learn how to juggle with each other.

We will then encourage each pair to perform their trick to the class.

**Class reflection**--something you accomplished, a goal or a challenge, safety check

**Closing Circle / positive word / or / ritual to end the day:**

**Week 3: 10/11/2024**

**Check In:** What color describes your mood today?

**Value:** Practice

- What does practice mean?
- Why is it important to practice?
- Practice makes perfect? No, practice makes progress.

**Warm Up:** World's fastest warm up: same as week 1, but fast, safe, and fun!

**Skill 1-** Spinning plates

**Game-**

Dragon Roll - Each student will be paired with another one. One will have the flower stick and hand sticks while the other student will face their partner and put their sticks on their partner's shoulders. The partner in front will roll the flower stick down their stick, down their arms, and pass their head to their partner's sticks. The students will then switch sides and practice. After a few minutes, we will gather the students and do one big line.

**Activity-**

Students will be asked to come up with a story that involves the spinning plate and the stick. They will be asked to portray an emotion and their peers will have to guess which emotion was chosen.

**Class reflection**--something you accomplished, a goal or a challenge, safety check

**Closing Circle / positive word / or / ritual to end the day:**

**Week 4: 10/18/2024**

**Check In:** What is your favorite and least favorite food?

**Value:** Empowerment

**Warm Up:** World's slowest warm up (1 minute push up, 1 minute sit up, 1 minute frog jump, 1 minute squat)

**Skill 1-** Diabolo

**Game-** Spin The Plate Around The Circle - Students will stand in one big circle. Each student will have a stick and there will be one plate. Someone will spin the plate and will pass it to the person next to them. The objective will be to get the plate around in the circle. Once this is done, we will add another plate and continue to add plates.

**Activity- Entrances and Exits.** Coaches will ask students what their favorite prop is so far. We will ask them to come up with a small performance with their favorite prop. Coaches will explain the concept and importance of entrances and exits. After they practice, students will then perform their act with an entrance and exit.

**Class reflection**--something you accomplished, a goal or a challenge, safety check

**Closing Circle / positive word / or / ritual to end the day:**

**Week 5: 10/25/2024**

**Check In:** Is there anything we do in CAS that you also do in your classrooms or at home?

**Value:** **Trustworthiness**

- What does trustworthiness mean?
- Why is it important to trust and be trustworthy?
- Who do you trust in your life?

**Warm Up:** Simon Says

**Skill 1-** Peacock Feathers

- Balancing on various parts of their body including: Arms, Legs, hands, fingers, knee, and chin.

**Game-** We will walk around the auditorium while the students are balancing the feathers.

**Activity-** Story Time: Students will each have props, diabolo is required, and will have to pretend it's something that its not, like a cup. Then they will act out a small story using the diabolo. Other students will try to guess what was going on in the story.

**Class reflection--**something you accomplished, a goal or a challenge, safety check

**Closing Circle / positive word / or / ritual to end the day:**

**Week 6: date**

**Check In:**

**Value:**

**Warm Up:**

**Skill 1-**

**Game-**

**Activity-**

**Class reflection--**something you accomplished, a goal or a challenge, safety check

**Closing Circle / positive word / or / ritual to end the day:**

**Week 7: date**

**Check In:**

**Value:**

**Warm Up:**

**Skill 1-**

**Game-**

**Activity-**

**Class reflection--**something you accomplished, a goal or a challenge, safety check

**Closing Circle / positive word / or / ritual to end the day:**

**Week 8: date**

**Check In:**

**Value:**

**Warm Up:**

**Skill 1-**

**Game-**

**Activity-**

**Class reflection**--something you accomplished, a goal or a challenge, safety check

**Closing Circle / positive word / or / ritual to end the day:**

**Week 9: date**

**Check In:**

**Value:**

**Warm Up:**

**Skill 1-**

**Game-**

**Activity-**

**Class reflection**--something you accomplished, a goal or a challenge, safety check

**Closing Circle / positive word / or / ritual to end the day:**

**Week 10: date**

**Check In:**

**Value:**

**Warm Up:**

**Skill 1-**

**Game-**

**Activity-**

**Class reflection**--something you accomplished, a goal or a challenge, safety check

**Closing Circle / positive word / or / ritual to end the day:**

**Week 11: date**

**Check In:**

**Value:**

**Warm Up:**

**Skill 1-**

**Game-**

**Activity-**

**Class reflection**--something you accomplished, a goal or a challenge, safety check

**Closing Circle / positive word / or / ritual to end the day:**

**Week 12: date**

**Check In:**

**Value:**

**Warm Up:**

**Skill 1-**

**Game-**

**Activity-**

**Class reflection**--something you accomplished, a goal or a challenge, safety check

**Closing Circle / positive word / or / ritual to end the day:**

**Week 13: date**

**Check In:**

**Value:**

**Warm Up:**

**Skill 1-**

**Game-**

**Activity-**

**Class reflection**--something you accomplished, a goal or a challenge, safety check

**Closing Circle / positive word / or / ritual to end the day:**

**Week 14: date**

**Check In:**

**Value:**

**Warm Up:**

**Skill 1-**

**Game-**

**Activity-**

**Class reflection**--something you accomplished, a goal or a challenge, safety check

**Closing Circle / positive word / or / ritual to end the day:**

**Week 15: date**

**Check In:**

**Value:**

**Warm Up:**

**Skill 1-**

**Game-**

**Activity-**

**Class reflection**--something you accomplished, a goal or a challenge, safety check

**Closing Circle / positive word / or / ritual to end the day:**

**Week 16: date**

**Check In:**

**Value:**

**Warm Up:**

**Skill 1-**

**Game-**

**Activity-**

**Class reflection**--something you accomplished, a goal or a challenge, safety check

**Closing Circle / positive word / or / ritual to end the day:**

**Week 17: date**

**Check In:**

**Value:**

**Warm Up:**

**Skill 1-**

**Game-**

**Activity-**

**Class reflection**--something you accomplished, a goal or a challenge, safety check

**Closing Circle / positive word / or / ritual to end the day:**

**Week 18: date**

**Check In:**

**Value:**

**Warm Up:**

**Skill 1-**

**Game-**

**Activity-**

**Class reflection**--something you accomplished, a goal or a challenge, safety check

**Closing Circle / positive word / or / ritual to end the day:**

**Week 19: date**

**Check In:**

**Value:**

**Warm Up:**

**Skill 1-**

**Game-**

**Activity-**

**Class reflection**--something you accomplished, a goal or a challenge, safety check

**Closing Circle / positive word / or / ritual to end the day:**

**Week 20: date**

**Check In:**

**Value:**

**Warm Up:**

**Skill 1-**

**Game-**

**Activity-**

**Class reflection**--something you accomplished, a goal or a challenge, safety check

**Closing Circle / positive word / or / ritual to end the day:**

**Week 21: date**

**Check In:**

**Value:**

**Warm Up:**

**Skill 1-**

**Game-**

**Activity-**

**Class reflection**--something you accomplished, a goal or a challenge, safety check

**Closing Circle / positive word / or / ritual to end the day:**

**Week 22: date**

**Check In:**

**Value:**

**Warm Up:**

**Skill 1-**

**Game-**

**Activity-**

**Class reflection**--something you accomplished, a goal or a challenge, safety check

**Closing Circle / positive word / or / ritual to end the day:**

**Week 23: date**

**Check In:**

**Value:**

**Warm Up:**

**Skill 1-**

**Game-**

**Activity-**

**Class reflection**--something you accomplished, a goal or a challenge, safety check

**Closing Circle / positive word / or / ritual to end the day:**

**Week 24: date**

**Check In:**

**Value:**

**Warm Up:**

**Skill 1-**

**Game-**

**Activity-**

**Class reflection**--something you accomplished, a goal or a challenge, safety check

**Closing Circle / positive word / or / ritual to end the day:**

**Week 25: date**

**Check In:**

**Value:**

**Warm Up:**

**Skill 1-**

**Game-**

**Activity-**

**Class reflection**--something you accomplished, a goal or a challenge, safety check

**Closing Circle / positive word / or / ritual to end the day:**