

ARTIST/ENSEMBLE: Ron Anglin-"Quite A Catch"

PROGRAM NAME: Quite A Character

GRADE LEVEL(S)*: Pre-school K-2 3-5 6-8 9-12

TYPE OF PROGRAM: Assembly

MAIN IDEA: "To educate a man in mind and not in morals is to educate a menace to society."-Theodore Roosevelt Values which have helped Ron to become a successful performer are shared through storytelling, juggling, and physical comedy.

KEY CONCEPTS: Concepts are the aspects of the main idea the artist wishes to address, such as the elements of the art form itself, the creative process, the role of the arts in society and/or ideas from other content areas such as history, language arts, social studies, etc.

1. Compassion
2. Prevention of Prejudice and Stereotyping
3. Patience
4. Perseverance and Practice
5. Courage
6. Responsibility
7. Respect for Rules and Others
8. Dependability
9. Honesty and Cheating
10. The Golden Rule

BRIEF PROGRAM DESCRIPTION (150 words or less): 27 character traits from the areas of Citizenship, Respect for Others, and Respect for Self are listed in Georgia's quality Core Curriculum. Ron Anglin illustrates many of these traits in an interactive comedy performance utilizing juggling, rap, impressions, stories, improv, and his best attempt at dance! This program can be scheduled during Red Ribbon Week, which educates children nationwide of the dangers of drug and alcohol use. It can also be modified for reading incentive programs such as kick-offs or reward ceremonies.

TECHNICAL REQUIREMENTS: Program benefits from the highest ceiling possible. A gym is usually best, but a cafeteria or theater will do. The sides of the performance area need to be kept clear for safety and visual purposes, as well as a 6 foot buffer in front of the first row.

EQUIPMENT/PROPS/COSTUMING: I will supply my own sound system and can provide a hand held microphone for the host. I will also bring my own prop table and all juggling props. My costume will be a solid color pants, sneakers, and a colorful shirt. I sometimes wear an elastic red nose briefly when I talk about hospital clowning, but I never wear clown make-up.

BACKGROUND INFORMATION/ PRE ACTIVITIES: Students should learn about morals. The teacher may want to read a few of Aesop's Fables. Students may want to learn about the circus and/or vaudeville. The teacher can also incorporate geographical concepts utilizing Tonga (women jugglers), China (diabolos), New Zealand (poi), and Japan (kendama). Finally, using the internet, students may want to learn about past jugglers such as W.C. Fields, Enrico Rastelli, Francis and Lottie Brunn, Trixie, and the legend of the Jongleur of Notre Dame. Current jugglers that can be researched are Anthony Gatto, Ryo Yabe, the Flying Karamazov Brothers, the Raspyni Brothers, and the Mad French Posse. Students can also find several jugglers from Georgia online including Dan Thurmon, Dan Berg, Todd Key, and the Atlanta Jugglers Association.

RESOURCES:

Books: The Story of Ruby Bridges by Robert Coles, Deaf Child Crossing by Marlee Matlin, The Red Ribbon by John C. Lasne', The Complete Juggler by Dave Finnigan, The Diabolo Book by Todd Strong

Websites: Character Education- www.charactered.net

101 ways to Combat Prejudice- www.adl.org/prejudice/closethebook.pdf

Ruby Bridges- www.rubybridges.com "Racism is a grown-up disease. Let' stop using kids to spread it!"

Sign Language- www.handspeak.com or www.lifeprint.com

Red Ribbon- www.redribonresources.com www.gfpdrugfree.org/Home.asp

Juggling: www.juggling.org www.juggletube.com www.unicycle.com

Circus: www.cirquedusoleil.com www.bigapplecircus.org

POST ACTIVITIES: 1. Lower Elementary: Encourage children to learn simple words such as “thank you”, “you’re welcome or “love” in American Sign Language.

Upper Elementary: Teach the signs for each letter of the alphabet and then have a simple spelling bee using your fingers only!

2. Teach the Cascade pattern using nylon scarves or plastic grocery bags. (Your PE teacher may already incorporate juggling in the curriculum) For kids who want to advance, here is how I learned: I used my rolled-up socks and practiced over my bed!

3. Have the children partner up and have one child act as a sighted guide for their partner, who is blindfolded. Then take the class to the cafeteria or gym and switch places on the way back.

4. Ask kids how they can show compassion at home and at school. Challenge them to practice random acts of kindness. Perhaps your class can do a compassion project for others!

5. Ask the kids to make a list of all the character traits they remember from the show. Ask them to think of another character trait and develop a skit , song, or trick that could illustrate that word. Maybe the class would like to put on their own character education show!

MINUTE BY MINUTE BREAKDOWN OF THE PROGRAM



Note: If this program is designed for use across grade levels (as defined above), please indicate modifications made in the program (e.g., timing or repertoire changes) used to accommodate varying ages.

Time (min.)	Description of Activity (Activities include performance segments, demonstration of specific skills, techniques, instruments or ideas and audience participation. An activity may reveal or reinforce one or more concepts. Conversely, a concept may be illustrated by one or more activities.)	Key Concept Reinforced/Illustrated by the Activity (See definition above.)	Repertoire (Include title and composer/author/choreographer)	Audience Participation (Students should be actively and meaningfully engaged throughout the program, e.g., active listening, clapping in rhythm, call and response)
2	Introduction and Entrance on Unicycle or with a Round-Off	Presidential history and Washington D. C. geography		Kids are asked which president is found on a U.S. penny and how many times he appears, which is two.

3	"Word Up" Parody using sign language	Compassion or caring about others.	Cameo	Kids are taught 4 letters in sign language and they form them during the song. They also learn the signs for apple and onion and that some kids have cochlear implants.
6	Chinese and American Yo-Yo story followed by 1 and then 2 diabolo routine	Prevention of Prejudice and Body Stereotyping	"How We Roll" by Alvin & The Chipmunks	Kids are asked to identify the toy (yo-yo) and if it is okay to bring toys to school.
3	How I became a juggler and learned to juggle 5 balls as an adult story	Patience, Perseverance, Practice		Kids are asked to define these 3 words and learn that I learned 5 balls at age 35 in a year. My son learned at age 8 and it took him a month!
3	Whistling Diabolo and the Little Engine That Could with cartoon voices	Importance of Positive Attitude and Safety	Mighty Mouse, Yogi Bear, Boo-Boo, Sponge Bob, Marvin the Martian	Kids are asked to shout what the little engine said before the climb up the mountain
3	Scarves Juggling or Wal-Mart Bags	Thriftiness and the importance of using both halves of the brain	National Geographic article (Mar 05) references the British study done in 2004 which proves that learning to juggle can increase brain size	Kids are asked to identify which hand is dominant
4	4 club routine with 4 volunteers	Respect for Rules and for each other's space		4 volunteers are brought on stage to pass clubs to the juggler
3	Plate spinning	Courage and Responsibility		1 volunteer is retained to spin the plate

5	Box Manipulation	Cheating and Dependability		3 volunteers (who answer cartoon geography questions) are asked to inspect the boxes for magnets, glue, velcro, etc
9	3, 4, 5 ball routine Rola- Bola finale/optional unicycle exit	Review of perseverance and patience/ explanation of the Golden Rule	Various songs depending on age and the latest trends	Kids usually clap along and answer the gag lines