How is career decision making like juggling?

Juggling My Career Options

**Summary**  Juggling is used as a metaphor to encourage students to consider the importance of pursuing more than one career option.

**Objective**  *Students will:*
- Be taught how to juggle.
- Consider juggling as a metaphor for career decision-making.
- Understand the importance of pursuing several career options.

**Preparation**  Read the *How to Juggle* instructional note and practice.

Make copies of the *Discover My Options* worksheet for Step 1— one copy per student.

Optional: Ask someone else to teach this activity to students, or ask students if one of them can juggle and would like to show the class how to do it.

Plan a suitable open space for juggling activity.

**Materials**  *Discover My Options* worksheet

Small balls or scarves for juggling, sufficient for three per student

Optional: Students can make balls from paper and sticky tape or practice with scarves

**Computer Use**  CIS: Occupations, Programs of Study and Training, Oregon Schools

**Subject Areas**  Any, especially English and Physical Education

**Time Required**  90 minutes plus research on CIS (could be a homework assignment)

**Group Size**  Class, individual

**Steps**

1. Explain to students that they will be learning how to juggle. Give each student three balls.
   Optional: Ask students to make a set of three paper balls to use for the juggling activity.

2. Ask students to pick up their three balls, move into the open space and stand so that they have room to swing their arms without touching another student.

3. Demonstrate juggling techniques and have students practice. A set of instructions is included in the *How to Juggle* instructional note.

4. Continue juggling demonstrations as long as you wish. (Some variations are included in the *How to Juggle* instructional note.) Some students may have expertise and can demonstrate to the class.

*continued*
5. Ask students to return to their seats. Discuss the juggling activity. Ask, “What was easy? What was more difficult?”

6. Ask students how preparing for the next stage of their career, moving on through school and high school and beyond, is like juggling. Record their ideas on a board, chart, or overhead. Discuss. Note: you may wish to explain “metaphor” and “simile” here.

7. Explain to students that they have already acquired some of the skills and knowledge they need for their future career development processes. Review with them these four broad career development steps:
   - Knowing Yourself
   - Exploring Your World
   - Researching Your Options
   - Planning Your Future

Optional: If you are using My Plan in My Career Planning Portfolio of CIS for Internet, you may want to use the five steps used in that component:
   - Self-Knowledge
   - Research and Goals
   - Education Plans
   - Career-Related Learning and Work
   - Action and Reflection

8. Ask students for examples of skills and knowledge they have which will assist them in the future (for example, the skill to use CIS, knowing how to compile a personal portfolio, knowing the range of further education and training options). Record on a board, chart, or overhead.

9. Return to the discussion of juggling and emphasize that students should be considering several possible occupations and several education or training options. Ask students to suggest extensions of the imagery of juggling (for example, don’t close any doors [drop any balls], keep all their options [balls] moving at appropriate times and in appropriate directions [as in juggling]). Discuss how students may have to consider several career paths when choosing courses at high school or applying to several colleges during their senior year. Discuss how too few options (one ball) can be limiting, boring, and leave people unable to participate; how dropping out of school (if that one ball is dropped) leaves people with few options; how difficult it is to cope with too many options (balls in the air or hands) at once; and how important it is to practice.

10. Ask students to identify some of the occupations and education options they are currently interested in. Ask them to illustrate their options, using the juggling image, with the title “Juggling My Career Options.” Ask students to list below the illustration some of the important things they will need to do in the next four to five years to keep their career options moving. Have the students share their thoughts and findings with a partner or in small groups.

11. Explain to the students that it is important for them to know how to research their future options. Tell them that you want them to pick one occupation, and discover a related training option and school that offers the training. Pass out and assign the worksheet Discovering My Options. (This requires the use of CIS.) continued
VARIATIONS
1. Replace the juggling imagery in Steps 9 and 10 with a space exploration theme and ask students to illustrate or write about their options using the heading “Destination - Career.”
2. Ask students to illustrate or write about the process of career preparation and/or the pursuit of a number of occupational and educational options using a different metaphor or simile of their choice.
3. Invite a high school counselor to talk to students about career-related learning, career development processes, including career education, school-to-work, and career guidance opportunities available to high school students.
4. Encourage the class or a group of students to become proficient jugglers to perform at a careers event or parents’ evening with a career focus. Discuss with students how to present the idea of “Juggling My Career Options” and the skills required at such an event.

ALLIED ACTIVITIES
- Life Map
- Using CIS Occupation Sort
- Education and Training beyond High School

ASSESSMENT STRATEGY
Students will:
- Complete the “Juggling My Career Options” illustration and the Discover Your Options worksheet.

INSTRUCTIONAL NOTE
How to Juggle

STUDENT WORKSHEET
Discover My Options

PORTFOLIO
“Juggling My Career Options” illustration and comment

SORTING
- Subject: Any
- Grade Levels: 8, 9, 10
- CIS Components: Occupations, Programs of Study and Training, Oregon Schools

STANDARDS
CRLS:
- Career Development, Problem Solving
SCANS:
- Information, Interpersonal, Technology; Basic Skills, Thinking Skills
NCDG:
- Skills to make decisions, Skills in career planning
ASCA:
- Career Development

EDUCATIONAL GOALS
Bloom’s Taxonomy: Synthesis
Intellectual Operation: Illustration, Application
HOW TO JUGGLE

1. Using one ball (or scarf) only, demonstrate to students how to throw the ball, with right hand, about 12-18 inches upward and catch it with the other hand (a similar action to the “snap release” ball throw in a tennis serve.) Explain that it is important to watch the ball or look up at its high point, not to watch hands. Ask students to do this several times.

2. Suggest practicing over a table or bed, or standing close to the wall.

3. Demonstrate with a second ball. Starting with one in each hand, throw one first, then pass the second. Both actions are carried out almost simultaneously with both balls passing about eye-level. Ask students to pick up a second ball and practice.

4. Demonstrate how to throw one ball from the right hand and catch it in the left hand while carrying out a similar action, seconds later, for a second ball starting in the left hand. The second ball passes the apex just after the first. Ask students to practice.

5. Pick up a third ball and demonstrate how to do the juggling routine using three balls. Start by juggling two balls only, as in Step 6 holding the third ball in one hand (usually the right). Ask students to practice. Then toss first and second balls, catch the first, toss the third, catch the second, catch the third. Practice.

6. Remind students that the balls are at the apex seconds apart, not simultaneously.
Discover My Options

Name ____________________  Date _____________

Using CIS, fill in the blanks:

Begin using CIS and find the Occupation menu item. Choose an occupation and read the following topics about the occupation:

• Overview
• Skills and Abilities
• Knowledge

• Preparation
• Wages
• Outlook

Note the Related Information section where you can find the Programs of Study and Training link.

1. Name an occupation of interest: _______________________________________
2. List three types of knowledge or skills that are important in this occupation:
   ___________________________________________________________________
3. What is the median wage for this occupation in Oregon? _________________
4. What is the outlook for this occupation in Oregon? _______________________
5. Explain how to prepare for the occupation: _______________________________
   ___________________________________________________________________
6. Name one related Program of Study: ____________________________________

For the related training program, read the following topics:

• Overview
• Program Admissions
• Typical Course work
• Things to Know

7. Briefly describe (in one sentence) the training program. What is the training program designed to do? ________________________________
   ___________________________________________________________________
8. Explain one thing that you learned by reading the information. ______________
   ___________________________________________________________________

Look under the Related Information link to find Schools that offer this type of training program.

9. List an Oregon school that offers the training program: ______________________
10. Name the city where the school is located: ________________________________
11. How much is tuition and clarify whether the dollar amount is for in-state or out-of-state students? ________________________________
12. How many students are enrolled at this school? (use the most recent reported enrollment number in CIS) ________________________________