

# Moving on up

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activities to raise the career aspirations of 13 to 16 year olds

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## Acknowledgements:

- *I would like to say a special thank you to my colleague, Nalayini Thambar, for her ideas and help in developing and piloting these activities. As we have struggled 'up hill and down dale' trying to get local students to believe in themselves and aim higher in life, her sense of humour and dogged professionalism has been a source of real support.*
- *All those schools and teachers, in and around Stoke on Trent, that have invited me in to work with their students. Their support for me personally and my work has been heart warming.*
- *All those students in Stoke on Trent and Staffordshire schools who have built towers, learnt to juggle, followed the college trail and done practically everything else I've asked them to do. I feel honoured to have worked with such great young people and I wish them all well in their lives.*
- *Finally, my partner, Mike Shaw, for turning a collection of notes and battered worksheets into a first class publication.*

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After spending several years working as a Careers Adviser, I moved into further education to work as a Schools Liaison Officer. My main task was to build up schools liaison work in the surrounding area. Working to the principle that good pre-entry guidance should support and inform students about the choices open to them, I adopted a 'low marketing, high guidance' approach to my work.

Working in an area with a traditionally low stay on rate, I quickly began to realise that before students could explore the opportunities open to them for further education and training they had to be encouraged to aim higher. Their lack of belief in themselves and their ability to cope with more learning was hindering all attempts to get them 'moving on up'. So then I began running sessions aimed at tackling these underlying problems. These are included at the front of this pack.

I also found that many students were confused about what was actually on offer to them, in spite of good careers education programmes in some schools. Abstract discussions and endless talks about further education and training did little to dispel anxieties. A far more effective way to boost their confidence was to get them doing things like reading and discussing course details, visiting the buildings, sitting in on lectures and filling in application forms. This pack contains talks and activities which reflect this approach. Some of the exercises are original and some have evolved from sources which are now lost in the mists of time, but all of them work.

Although initially designed to promote further education the materials can be adapted to promote any or all of the routes open to young people at the end of compulsory schooling. Also, many of the activities work best when they relate to specific local provision, so I would recommend that you adapt them as appropriate. Throughout the pack I have tried to indicate where this is possible and I have also tried to provide partly prepared worksheets to which local information can be added.

I hope you and your students find these activities informative and stimulating and if you have any comments you want to feedback to me don't hesitate to get in touch.

Jackie Hartley.

### The Author

Jackie Hartley worked as a Careers Adviser for thirteen years, before moving into the further education sector as a Schools Liaison Officer. She now works part time as a Careers Adviser in a University. She is also co-founder and partner in Highflyers Publishing Ltd through which she has written and published a range of careers resources.

In her other life she enjoys walking, reading, gardening, riding her motorbike and generally doing anything which is not work!

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Key: W = worksheet, OHT = overhead transparency, H = handout, TN = tutor notes, BM = blank master, S = sample, C = cards.

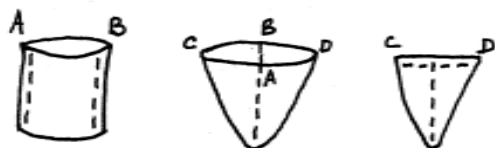
# Juggling

## Aim:



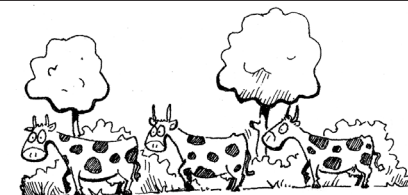
1. To teach students to juggle.
2. To enable students, in a fun way, to experience success and achievement by learning something new and different and hence build their confidence and self esteem.
3. To stress that they should, after learning how to juggle, have the confidence to consider taking on the challenge of learning other things - and getting more qualifications. They need to believe in themselves and their ability to learn.
4. To underline that there are many ways to learn something.
5. To help students to think about how they learn best and then to use this insight to help them plan how to improve their own learning strategies.
6. To demonstrate that students need to balance study, part time work or jobs and leisure activities if they are to juggle them successfully and get the most out of their lives.

How to make juggling bags



Fill with rice or lentils

## Method:



1. Ask the students to sit down around the edge of the room (see Tips).
2. Introduce the session by explaining aims 1., 4. and 5. Stress that you want to prove to them that trying new and different things can be fun.
3. Introduce the juggler (unless you can juggle well yourself). The juggler should then demonstrate lots of different kinds of juggling (scarves, balls, clubs, hoops - 3,4 and 5 ball if possible) to impress the audience.
4. Then get the juggler to teach them how to juggle (see Tips).
5. Work the session towards each student being able to throw and catch one set of three (a jug). Then point out that the difference between them and the juggler is hours and hours of practice. Once they have had a go and had a chance to practice juggling get the students to return all the bean bags and sit down. Congratulate them on having a go.
6. Give each student a copy of the handout *Juggling for beginners* on page 50 and explain that they can refer to this if they want to continue with juggling after this session. Explain that it is a cheap and easy sport to practice, especially if they make their own juggling balls (see Tips).
7. Show the OHT *Learning to juggle* on page 51 and point out that there are many ways to learn to juggle.
8. Give each student a copy of the handout *Juggling! It's about trying to learn something new* on page 52. Point out that there are lots of different ways to tackle learning any subject. Talk through the examples on the handout. Ask them to try and work out how they learn best and then use this information to support their own learning.
9. Then get the juggler to demonstrate juggling with two balls and a beach ball - point out how this is not as smooth or easy to do because it is not as balanced. Whatever they go on to do they need to keep their lives in balance - study, work and play - it is all a fine juggling act.
10. Finish the session by addressing aims 2. and 3.



**Tips:**

The session works best with about 16 - 20 students but it can be done with up to 40 students (equipment permitting).

You will need a staffing ratio of about 1 to 10. Not all the staff need to be able to juggle but they ought to have a go and thereby encourage participation through role modelling.

Make sure the room is cleared of desks and tables and all the chairs have been placed around the edge of the room.

How you will teach the students to juggle needs to be agreed beforehand with your juggler.

We begin with an explanation and demonstration of 1 bean bag juggling. Then we give each student 1 bean bag to practice 1 bean bag juggling with, then they are told to sit down.

Then they are given an explanation and demonstration of 2 bean bag juggling, then we give them another bag to practice 2 bean bag juggling, then we ask them to sit down again.

Then they are given an explanation and demonstration of 3 bag juggling and we give them their third bag to have a go at 3 bean bag juggling.

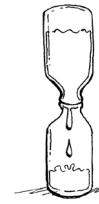
Alternatively you can start with chiffon scarves, which are a lot easier as they are much slower moving, and then move on to bean bags.

The juggler will sometimes provide the bean bags, if not you will need to buy or make enough sets. You could use balls but these tend to roll all over the room, whereas juggling bags stop where they land.

They can make their own juggling bags by sewing up strips of material and filling them with rice or lentils (see diagram opposite). Alternatively they can use old socks to make juggling balls - put the rice in the toe end, twist the sock and fold it over the ball, twist and fold, keep repeating until they get to the top of the sock then stitch it shut.

Students get hot juggling so in summer it is important to be able to cool the room, though beware opening windows too much as you might lose juggling bags!

You need to move around the group helping individuals.



**Time:**

40 to 50 minutes. (This can vary according to the size of the group and the amount of time you want them to have to practice.)



**Target audience:**

Students from Y9 upwards, but especially disaffected pupils who will not be turned on by traditional talks.



**Materials required:**

- A large classroom or small hall with furniture cleared out or to the sides.
- A juggler, unless you or a member of your staff can juggle well enough to demonstrate and can teach students how to juggle. You can usually find one through a local performing arts course, community theatre groups or by asking in shops which sell juggling equipment. You need to meet with the juggler first and explain what you want and check that they know how to teach juggling
- Copies of the *Juggling for beginners* handout on page 50.
- Copies of the *Juggling! It's about trying to learn something new* handout on page 52.
- An OHT of *Learning to juggle* on page 51.
- OHP and screen, unless you produce the OHT as a flipchart.
- Juggling bags (one set per participating student).
- A beach ball.
- Optional: Cassette player and lively music - to encourage juggling unless the group is already lively in which case don't use the music!