

# Investigation brainstorm

BEFORE

## Teacher guide

**This activity will prepare students for the investigation session.**

### Why this activity is helpful for Inspiring the Future

Students will get more from the investigation session by developing their investigation techniques beforehand.

By brainstorming questions to ask, students will learn more about the role models' jobs and their pathways.

### How does it tie into the curriculum?

#### Values

Inquiry and curiosity, diversity, equity, community and participation

#### Key competencies

Thinking, planning, investigation, using language, relating to others, participating and contributing

#### Learning areas

English, the arts, social sciences

# Instructions

Show the students the open and closed example questions below and the *Questions to ask role models* resource in this pack.

Talk about the types of possible questions and brainstorm the best ones to ask the role models to find out more about their jobs and pathways.

## Open and closed questions

Open questions lead to discussion. Closed questions demand a yes/no answer. Plan some questions to ask role models about their jobs and how they got into them.

For example:

### Open questions

What jobs have you done leading up to this one?

Will you earn more money in two years' time than you do now?

### Closed questions

Do you sit at a computer all day?

Do you use science in your work?

# Jobs brainstorm

BEFORE

## Teacher guide

**This activity has been designed for you to do with your students before an Inspiring the Future event.**

### Why this activity is helpful for Inspiring the Future

This activity will get the students thinking about what jobs they already know, and just how many jobs they come across in daily life. The activity will show their prior knowledge and give you an idea of what students already know and any pre-conceptions they may have.

The discussion questions will help students relate their skills, subjects and interests to jobs, and get them thinking about which jobs they could do.

The questions will challenge some of the stereotypes surrounding jobs.

### How does it tie into the curriculum?

#### Values

Inquiry and curiosity, diversity, equity, community and participation

#### Key competencies

Thinking, using language, relating to others, participating and contributing, managing self

#### Learning areas

English, social sciences

# Instructions

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Start with a class brainstorm of all the jobs students can think of. Ask them about jobs their family and family friends might do, as well as jobs at the school, in the community, on TV, in books, related to sports, and at religious gatherings. Get them thinking about all the jobs they come across in their daily lives.

The second part of this activity is to pick some of these jobs and talk about them in more depth. Here are some discussion questions.

- ▶ Who can do this job? Why? Why not?
- ▶ What interests do you think people who do this job have outside of work?
- ▶ What school subjects relate to this job?
- ▶ What skills would you need for this job? Think about skills you learn at school and outside of school, for example, helping to cook dinner, or making a video for class.
- ▶ Do you think you would do this job when you grow up? Why? Why not?

# Jobs timeline

BEFORE

## Teacher guide

**This activity has been designed for you to do with your students before an Inspiring the Future event.**

### Why this activity is helpful for Inspiring the Future

This activity gets students thinking about different jobs, how and why those jobs have changed over time, and how they may change in the future. It will also help challenge stereotypes.

### How does it tie into the curriculum?

#### Values

Inquiry and curiosity, diversity, equity, community and participation, respect, ecological sustainability, innovation

#### Key competencies

Thinking, using language symbols and text, relating to others, participating and contributing

#### Learning areas

The arts, social sciences, english, science, technology

**This is also inquiry-based, self-directed learning.**

# Instructions

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1. Get the students into groups, or you could choose to do the activity as a class.
2. Get them to choose, or assign them some jobs. Three to five might be a good number depending on group sizes and how much time you have. You could include jobs from the local community.
3. Now get the groups (or as a class) to create a timeline for each job, from 1900 to 2100. Get them to write or draw on the timeline how the job is different from a past, present and future perspective. They could also do the timeline digitally.
4. Prompt them to think about what has had an impact on the changes, for example, technology, climate change, gender biases, skills that are important, or events within the local community.