

Job advertisement

AFTER

Teacher guide

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

Why this activity is helpful for Inspiring the Future

This activity will encourage students to think outside-the-box about the job they're advertising, and relate it to skills, interests and school subjects.

How does it tie into the curriculum?

Values

Inquiry and curiosity, diversity, equity, community and participation, respect, integrity, innovation

Key competencies

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

Learning areas

The arts, social sciences, english, technology

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

Instructions

1. Get your students to create a job advertisement for their job of choice, a job in the community, their favourite Inspiring the Future role model's job, or pick one yourself.
2. Give them as much or as little time as you want to research and think about the job.
3. We have supplied a template, but you can create your own format or let the students decide.
4. Get them to think about what skills are needed for the job, what subjects are related to it, what it involves and the interests of someone doing the job.
5. As a follow-up, other students could apply for the jobs, and even practice interviews.

Thank you to role models

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Teacher guide

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

Why this activity is helpful for Inspiring the Future

This activity will encourage students to reflect on the event and may encourage them to engage more on the day if they know they will be doing it. This activity will also help to provide insights on the event and will give you feedback to pass on to the role models.

How does it tie into the curriculum?

Values

Inquiry and curiosity, diversity, community and participation, respect, integrity, innovation

Key competencies

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

Learning areas

The arts, social sciences, english, technology

Instructions

Ask students to write or create a thank you of some kind for the role models. This could be a letter, a poster, a video or something else.

Here are some things they could include:

- ▶ highlight of the event
- ▶ anything else they liked about the event
- ▶ which jobs they didn't know about
- ▶ what surprised them the most
- ▶ anything they learned from the day
- ▶ which of the role model's jobs they think they might like to do

Send the thank yous to the role models.



Putting yourself in the picture

AFTER

Teacher guide

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

Why this activity is helpful for Inspiring the Future

This activity will encourage students to reflect on what they learned at the event and think about certain jobs in more depth. It may encourage them to engage with the role models more on the day if they know they will be doing it.

How does it tie into the curriculum?

Values

Inquiry and curiosity, diversity, community and participation, respect, integrity, innovation

Key competencies

Thinking, using language, symbols and text, relating to others, managing self

Learning areas

The arts, social sciences, technology

Instructions

Ask students to draw themselves in the job of their favourite role model. This could be done as a single drawing, a series or in comic format.

Get them to think about where they might be working, what they might be wearing, and what objects they might need to do their job.



Drawing the Future

AFTER

Teacher guide

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

Why this activity is helpful for Inspiring the Future

This activity will keep the students thinking about different jobs they could and might want to do. The activity will also help measure the impact of the Inspiring the Future event.

How does it tie into the curriculum?

Values

Inquiry and curiosity, diversity, community and participation, integrity, innovation

Key competencies

Thinking, using language, symbols and text, relating to others, managing self

Learning areas

The arts, social sciences, english

Instructions

1. Ask your students to draw three to five jobs they think they could do when they grow up.
2. Get them thinking about what interests them, what subjects they like and what skills they have or might want to develop.
3. Ask them to write next to the drawing how they know about that job and why they would be good at it.

