

# Step-by-step guide to running an Inspiring the Future online event at your school

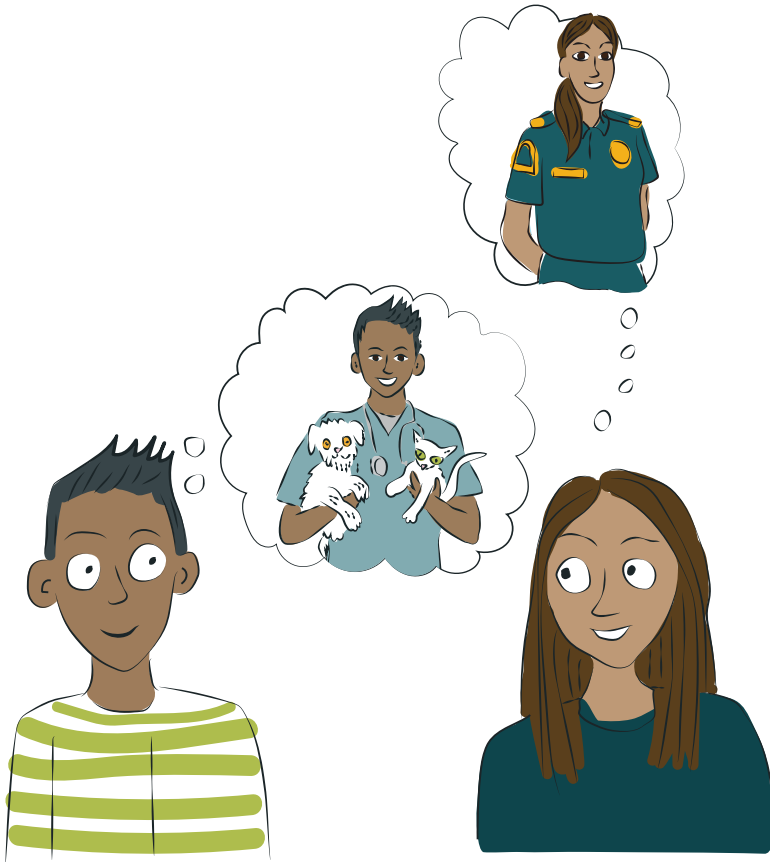


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# Why Inspiring the Future?

We know from research in Aotearoa and overseas that young people often have narrow ideas about their future. Inspiring the Future has been created to broaden their horizons and challenge stereotypes that can limit their potential.



# How Inspiring the Future works

- Sign up at [inspiringthefuture.org.nz](http://inspiringthefuture.org.nz) using your Education Sector Login (ESL) username and password.
- Read the online event guide and resources, a resource pack will also be posted to you.
- Schedule an online event and a pre-event meeting.
- Choose role models online and invite them to your pre-event meeting and online event.
- Host a pre-event meeting with your confirmed role models.
- Prepare for the event. See the 'What to do before the event' section in this guide.
- Run the pre-event classroom activities.
- Run the online event.
- Run the post-event classroom activities.



# How much time do I need to commit?

- Allow 1-2 hours of preparation time. Enough time to have a planning meeting with your team and decide roles and responsibilities, test the technology, communicate with role models and prepare students for the event – run pre-event activities in the classroom, separate students into groups and brief them on what's to come.
- Allow 30 minutes for an online pre-event meeting with the role models.
- Allow about 1 hour or less for the event, depending on your intended scope.

## How to use this guide

- Use the 'What to do before the event' section and the checklist to plan and prepare.
- Use the 'What to do on the day of the event' section to help you structure the event and keep things to time (take this guide with you to the event).

# What to do before the event

## Inspiring the Future website

- Set up your online event and schedule the pre-event meeting and main event.
- Decide how many students to invite and how many and which role models to invite.

**TIP:** You should invite one role model for every 6-8 learners. So if you have a class of 30, you could invite three or four role models. You may wish to invite one more role model than you need in case someone drops out.

- Decide which platform you'll use for the pre-event meeting and the main event.

**TIP:** There are a range of online video meeting providers and you can choose the service you prefer. A paid version of Google Meet is available through the Ministry of Education.

## Event details

Plan with your team:

- what you'll say and do in the welcome, such as a karakia and how the role models should respond
- where the breakout and group sessions will take place (see technical set up below)
- whether you want to align the event to particular curriculum goals or school values.

## Decide roles and responsibilities

Decide who will:

- run the pre-event meeting 3-5 days before the main event
- manage the role models (communicate with them and welcome them – ideally the same person who runs the pre-event meeting)
- host the event and facilitate questions
- be responsible for grouping the students
- organise moving the students around
- supervise breakout sessions
- be in charge of set up (physical space and technical set up)
- keep the event to time.

## Technical set up

### Decide how many devices you'll need and where to put them

For the breakout sessions (investigation session and show and tell) you'll need as many devices as you have role models. The devices and the role models should have the same number.

You'll also need an additional device projected onto a larger screen for the sessions where everyone is together (welcome, the pitch and highlights).

### Test the technology

Check the online event is accessible from every device. Do speakers and microphones work correctly?

**TIP:** Consider plugging speakers into your devices for the sessions when everyone is together so the students can easily hear the role models.

## Complete a run sheet

You'll find a templated run sheet on the USB in the resource pack. Enter start and end times and a facilitator for each session on page 1. Number your role models on page 2.

## The pre-event meeting

This is an opportunity to meet with your role models online and:

- explain your vision for the event
- tell them about your school values and culture, how you'll welcome them and how they should respond
- ask them about what they plan to say at the event
- check whether they intend to share anything during show and tell. Will they share their screen, provide a workplace tour or show students projects they are working on or equipment they use?
- tell them the event timing from the run sheet
- assign role model numbers
- test their audio and visual works and practice muting and unmuting and screen sharing (if needed)
- answer any questions they may have.

**TIP:** Consider numbering the devices for the pre-event meeting. Practice sending role model 1 to device number 1, role model 2 to device number 2, etc. so that you know how the breakout sessions will work.



## Prepare students for the event

We recommend that you:

- use the pre-activity resources in your classroom
- explain the structure of the event with students so they know what to expect
- appoint and brief student leaders who will:
  - greet and thank role models in the breakout sessions
  - help everyone in their group to rotate between role models
  - ensure all students have a chance to speak and ask questions
- share highlights of the event with role models at the end and thank them for attending.

**TIP:** You may wish to appoint leaders and tell students which groups they're in ahead of the event.

## Prepare for the investigation session

The investigation session is an opportunity for students to use inquiry based learning to guess the jobs that role models do and discover more about their work and the pathway they took to get there.

### **Separate students into groups using the student group forms in your resource pack**

Before or during the event, hand these out to the student leader of each group so they know which role model to see in which order.

## **Decide how much time to allocate to this part of the event**

Each investigation session takes 8 minutes. We recommend that each student group meets a minimum of two and a maximum of four role models. If you have more than four role models, there'll be an opportunity for all students to hear from all role models in the next part of the event.

## **Complete the investigation brainstorm classroom pre-activity**

You'll find the investigation brainstorm pre-activity in the resource pack.

## **Checklist**

Use this checklist for your planning.

Have you:

- invited your chosen role models
- planned the details of your event
- determined roles and responsibilities
- familiarised yourself with all the technical requirements and how your chosen platform works
- completed and printed copies of a run sheet
- attended a pre-event meeting with the role models
- prepared students for the event
- run pre-event activities in the classroom
- prepared for the investigation session.

You could also send a letter to whānau in advance of your event. You'll find printed copies and a template that you can adapt on the USB in your resource pack.



While you're getting ready to host an Inspiring the Future event, role models are preparing to take part. They receive their own step-by-step guide that tells them what to do before and during an event, as well as supporting materials to help them inspire the students and make a positive difference on the day.

## What to do on the day of the event

### Set up

Take these resources with you to the event:

- a copy of this step-by-step guide
- copies of the run sheet for teachers
- student group forms
- questions to ask role models
- student worksheets
- device number cards.

**TIP:** Check your emails and messages before the event starts in case role models have any last minute questions. You should also have their contact details on hand in case you need to reach them.

## Technical guidelines

### Before the call

#### Set up your equipment

- Assign number cards to role model devices for the breakout sessions.
- Connect each device to the online video meeting platform.
- Make sure students have a username and password in case the device locks during the event.
- Make sure students can sit close enough to the device to be heard by the role models.
- Make sure the area is well-lit and the students can easily be seen by the role models.
- Test the audio and video on all devices, and make sure they're charged or plugged in.
- Close unnecessary tabs in browsers and turn off notifications such as email or messaging.

### General guidance

- Tell your students to speak clearly and as close as possible towards the device microphone.
- Remind students not to talk over the role models and give them time to answer.

## Run the event

**TIP:** Use the run sheet for your own event.

### Welcome (5-10 minutes)

Welcome the students and role models to Inspiring the Future and outline how the online event is going to run.

### Investigation session (8 minutes per session – usually 2-4 sessions)

Organise the students into numbered groups of 6-8 for each numbered role model in a breakout investigation session. Students use inquiry based learning to investigate the role model's job, learn more about it and the pathway they took to get there.

1. Hand out the student group forms to the student leader of each group if you haven't already done so (see 'Prepare for the investigation session' above).
2. Send role model 1 to device number 1, role model 2 to device number 2 (etc) until all role models are in a breakout session.
3. Numbered student groups physically move to the numbered devices and role models in the breakout sessions in the order listed on the student group form.
4. Tell the students to spend the first 2-3 minutes asking questions to try and guess what job the role model does.
5. After a couple of minutes, ask the role model to reveal their job and share their pathway.
6. Next, encourage the students to ask exploratory (open) questions. This is a valuable opportunity for the students to find out more about the role model's pathway into their job.

**TIP:** Use the 'Questions to ask role models' resource for ideas.

7. After 8 minutes, students move to the next role model on their form and begin questioning again.

## **The pitch**

### **Finding out about the options (1-2 minutes each role model)**

Bring the role models and students back together from their breakout sessions.

Ask the role models to say their number, name and job title, and then give a short talk of 1-2 minutes about their job, the pathway they took to get there and any challenges they faced.

### **Deciding which option (5 minutes)**

Ask the students to decide the role model whose job they want to learn more about during show and tell.

Send the role models back to their breakout sessions while you help the students decide.

If no students choose a particular job then ask that role model to join and support another role model's group.

**TIP:** This is a great opportunity for the role models to take a short break. Tell them the students will be with them again in a few minutes.

### **Show and tell (6 minutes)**

Students are divided into new groups and move to a breakout session with the role model whose job they want to learn more about.

The role model talks about their work and discusses aspects of their job with the students. Encourage students to ask open questions to learn more.

Role models may also share their screen, provide a virtual workplace tour or show students projects they're working on, or equipment used for their job.

Refer students to the 'Questions to ask role models' resource if the conversation slows down.

## Highlights (5 -10 minutes)

Bring everyone back together from the breakout sessions. Give the students an opportunity to ask any final questions and share their highlights of the event.

Thank the role models for coming and sharing their stories. Invite the role models to share their thoughts about the event.

## Close the event

Farewell the role models and close the event.

## Run post-event activities in the classroom

Activities in the resource pack can be used in your classroom for the students to reflect on and reinforce what they have learned.





**Tertiary Education  
Commission**

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