



Catalogue of digital curriculum resources

2011



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Introduction

This catalogue contains details about the **Careers**-focussed interactive learning objects available from The Learning Federation (TLF) to all schools in Australia and New Zealand.

Learning objects

Interactive learning objects allow students to explore some different careers and the processes involved in choosing a career. They encourage students to interrogate, analyse and synthesise information, think critically, solve problems and make decisions.

The learning objects are generally published in series and some learning objects within a series are aggregated into single learning objects. Aggregated learning objects are identified with the  symbol.

Some learning objects contain non-TLF content. Where objects contain third party material, this is indicated with 'These learning objects contain non-TLF content. See Acknowledgements in the learning objects'.

Accessing and viewing the content

Government and non-government education authorities in each Australian state and territory and in New Zealand have responsibility for facilitating access to the pool of digital content. Full details about how to access the content, including the necessary technical and software requirements for viewing it, can be found at:

www.ndlrn.edu.au

Learning objects

What's your job? (Years P–2)

Students realise that Australian families vary in size, age, location, ethnicity, structure and responsibilities.

Features include:

- a printable worksheet for students to match members of their own families with the jobs they do around their homes.

Students:

- compare some of the roles fulfilled by members of a range of Australian families
- explore role division in families, including the importance of cultural factors
- identify differences between ranges of Australian families
- match family members with the jobs they do around their homes
- note similarities and differences in families that vary according to size, ethnicity, location, number of adults, recreational pursuits, type of dwelling and pets.



What's your job?

L1006 – Years P–2

Students visit a number of families and consider the jobs undertaken by different family members. The families include an extended family, a single-parent family, a nuclear family, a family in which children are raised by relatives other than their parents, and a family with a step-parent.

Job match series (Years 1–2)

Students explore stereotypes while selecting characters to fulfil different jobs. If they make their selections based on appearances only, they are in for some surprises.

Features include:

- animated feedback revealing the consequences of students' decisions.

Students:

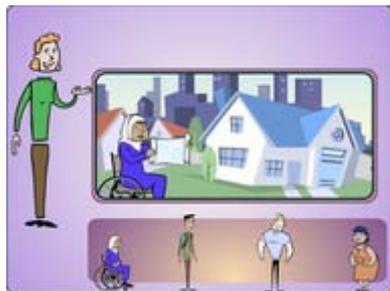
- identify stereotypes in a sequence of scenarios
- make fact-based decisions about people's abilities rather than judgements based on gender, physical appearance or ethnicity
- identify the best ways to select people to fulfill roles in an emergency setting
- select characters to undertake four roles: firefighter, doctor, builder and cook
- explore whether occupational abilities are related to physical appearance, gender and ethnicity.



Job match: save the day

L1009 – Years 1–2

Students select characters to resolve the respective crises. The characters do not always behave in predictable ways. Students are prompted to talk to each character before selecting them.



Job match: choose the characters

L1036 – Years 3–4

Students select characters to undertake important roles in social and emergency situations. The language is more sophisticated and the number of scenarios presented is increased.



Job match: choose the cast

L1037 – Years 5–6

Students select characters to undertake important roles in social and emergency situations. The language is more sophisticated and the number of scenarios presented is increased.

Meet a scientist series (Years 5–9)

Students meet a variety of scientists and develop a broad understanding of the science profession and of scientists as people.

Features include:

- biographical information about a scientist, including professional activities and personal interests
- illustrations of how scientists live and work
- interview transcripts, sound clips, photos and videos
- demonstrations of real-world applications of science.

Students:

- explore biographical information about a scientist, including professional activities and personal interests
- explore the diversity of scientific activities associated with various branches of sciences
- compile a biographical summary about a scientist, using information presented in a range of media types
- consider whether the actual characteristics of a scientist differ from stereotypes.



Meet a scientist: geologist and environmental scientist

L499 – Years 5–8

Students explore information about an environmental scientist.



Meet a scientist: geologist and environmental scientist [no spoken instructions]

L500 – Years 5–8

Students explore information about a geologist and an environmental scientist.



Meet a scientist: virologist and electronics engineer

L634 – Years 5–8

Students explore information about a virologist and an electronics engineer.

	<p>Meet a scientist: virologist and electronics engineer [no spoken instructions] L635 – Years 5–8</p> <p>Students explore information about a virologist and an electronics engineer.</p>
	<p>Meet a scientist: nanotechnology: microbiologist L2546 – Years 7–9</p> <p>Students explore information about a nanotechnology microbiologist.</p>
	<p>Meet a scientist: nanotechnology: program manager L2547 – Years 7–9</p> <p>Students explore information about a nanotechnology program manager.</p>
	<p>Meet a scientist: nanotechnology: project manager L2548 – Years 7–9</p> <p>Students explore information about a nanotechnology program manager.</p>
	<p>Meet a scientist: environmental scientist L503 – Years 5–8</p> <p>Students explore information about an environmental scientist.</p>



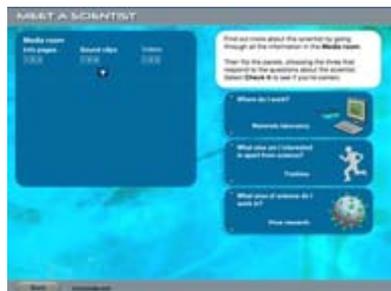
Meet a scientist: environmental scientist [no spoken instructions]
L504 – Years 5–8

Students explore information about an environmental scientist.



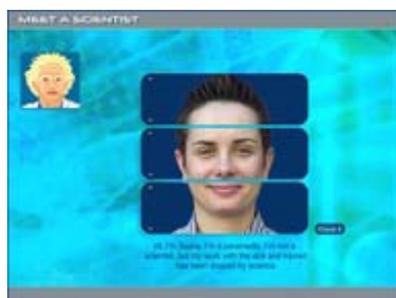
Meet a scientist: virologist [no spoken instructions]
L506 – Years 5–8

Students explore information about a virologist.



Meet a scientist: virologist
L505 – Years 5–8

Students explore information about a virologist.



Meet a scientist: geologist
L501 – Years 5–8

Students explore information about a geologist.



Meet a scientist: geologist [no spoken instructions]
L502 – Years 5–8

Students explore information about a geologist.

	<p>Meet a scientist: venom researcher L509 – Years 5–8</p> <p>Students explore information about a venom researcher.</p>
	<p>Meet a scientist: venom researcher [no spoken instructions] L510 – Years 5–8</p> <p>Students explore information about a venom researcher.</p>
	<p>Meet a scientist: materials researcher and venom researcher L636 – Years 5–8</p> <p>Students explore information about a materials researcher and a venom researcher.</p>
	<p>Meet a scientist: materials researcher and venom researcher [no spoken instructions] L637 – Years 5–8</p> <p>Students explore information about a materials researcher and a venom researcher.</p>
	<p>Meet a scientist: electronics engineer L507 – Years 5–8</p> <p>Students explore information about an electronics engineer.</p>



Meet a scientist: electronics engineer [no spoken instructions]
L508 – Years 5–8

Students explore information about an electronics engineer.



Meet a scientist: materials researcher
L511 – Years 5–8

Students explore information about a materials researcher.



Meet a scientist: materials researcher [no spoken instructions]
L512 – Years 5–8

Students explore information about a materials researcher.

Meet a scientist: materials researcher and venom researcher contains non-TLF content. See Acknowledgements in the learning objects.

Science reporter series (Years 7–10)

Students meet a variety of science reporters and develop a broad understanding of the science profession and scientists as people.

Features include:

- biographical information about a scientist, including professional activities and personal interests
- illustrations of how scientists live and work
- interview transcripts, sound clips, photos and videos
- demonstrations of real-world applications of science
- an option to print an article compiled by the student.

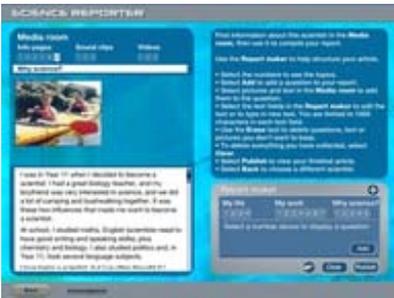
Students:

- explore biographical information about a scientist, including professional activities and personal interests
- explore the diversity of scientific activities associated with various branches of sciences
- compile a biographical summary about a scientist, using information presented in a range of media types
- consider whether the actual characteristics of a scientist differ from stereotypes.

	<p>Science reporter: geologist and environmental scientist L513 – Years 7–10</p>
	<p>Science reporter: geologist and environmental scientist [no spoken instructions] L514 – Years 7–10</p>
	<p>Science reporter: geologist L515 – Years 7–10</p>

	<p>Science reporter: geologist [no spoken instructions] L516 – Years 7–10</p> <p>Students explore the biographical profile of a geologist.</p>
	<p>Science reporter: environmental scientist L517 – Years 7–10</p> <p>Students explore the biographical profile of an environmental scientist.</p>
	<p>Science reporter: environmental scientist [no spoken instructions] L518 – Years 7–10</p> <p>Students explore the biographical profile of an environmental scientist.</p>
	<p>Science reporter: virologist L519 – Years 7–10</p> <p>Students explore the biographical profile of a virologist.</p>
	<p>Science reporter: virologist [no spoken instructions] L520 – Years 7–10</p> <p>Students explore the biographical profile of a virologist.</p>

	<p>Science reporter: electronics engineer L521 – Years 7–10</p> <p>Students explore the biographical profile of an electronics engineer.</p>
	<p>Science reporter: electronics engineer [no spoken instructions] L522 – Years 7–10</p> <p>Students explore the biographical profile of an electronics engineer.</p>
	<p>Science reporter: venom researcher L523 – Years 7–10</p> <p>Students explore the biographical profile of a venom researcher.</p>
	<p>Science reporter: venom researcher [no spoken instructions] L524 – Years 7–10</p> <p>Students explore the biographical profile of a venom researcher.</p>
	<p>Science reporter: materials researcher L525 – Years 7–10</p> <p>Students explore the biographical profile of a materials researcher.</p>

	<p>Science reporter: materials researcher [no spoken instructions] L526 – Years 7–10</p>
	<p>Science reporter: venom researcher and materials researcher L640 – Years 7–10</p>
	<p>Science reporter: venom researcher and materials researcher [no spoken instructions] L641 – Years 7–10</p>
	<p>Science reporter: virologist and electronics engineer L638 – Years 7–10</p>
	<p>Science reporter: virologist and electronics engineer [no spoken instructions] L639 – Years 7–10</p>

Students explore the biographical profile of a materials researcher.

Students explore the biographical profile of a venom researcher and a materials researcher.

Students explore the biographical profile of a venom researcher and a materials researcher.

Students explore the biographical profile of a virologist and an electronics engineer.

Students explore the biographical profile of a virologist and an electronics engineer.



The screenshot shows a social media profile for a science reporter named 'Science Reporter: nanotechnologist'. The profile includes a 'Media room' section with a video player and a 'Bio' section. The bio text reads: 'I found this small organism in my office. It could be out in the field collecting samples, using a computer and microscope in the lab. I'm working on it. It's interesting. It's not like a project meeting discussing research objectives or research results and when to go back there. It's a typical day in a research lab and it changes every day.' The 'Bio' section also lists several bullet points: 'I found this small organism in my office. It could be out in the field collecting samples, using a computer and microscope in the lab. I'm working on it. It's interesting. It's not like a project meeting discussing research objectives or research results and when to go back there. It's a typical day in a research lab and it changes every day.' Below the bio, there is a 'Contact' section with a 'Send Message' button and a 'Follow' button.

Science reporter: nanotechnologist
L2549 – Years 7–10

Students explore the biographical profile of a nanotechnologist.

Changing faces series (Years 7–10)

Students assume the personas of fellow Australians to identify and respond to examples of stereotyping in job interviews.

Features include:

- illustrative statements arising from stereotypes about gender, age, work status and children
- opportunities to recognise and respond to discriminatory comments in a job interview scenario.

Students:

- identify discriminatory comments in a job interview scenario
- select appropriate responses to questions that attempt to stereotype others
- assess people according to ability and experiences.



Changing faces: two interviews

L1038 – Years 7–8

In this version of *Changing faces* for younger students, only two characters are present and the differences between the interviewee's responses are less subtle than in the version for older students (see below).



Changing faces: three interviews

L1010 – Years 9–10

Students assume the identity of an Australian who is applying for a job as a shop manager. The interviewer asks four questions, each one characterised by stereotyping according to employment status, gender, age, culture or parental status. Students select the response they believe would have been given by the interviewee. At the end of the interview, students read and listen to each interviewee's summary of the interview and are informed of their success in predicting appropriate responses.

Mystery disease series (Years 9–10)

Students act as an expert epidemiologist brought in to investigate the outbreak of a contagious disease in a town.

Features include:

- a demonstration of how contagious diseases are transmitted and diagnosed, the source identified and control measures implemented
- descriptions of symptoms, diagnosis and treatment for a range of contagious diseases
- a look at a range of pathogens and their global distribution
- a look at the importance of a systematic, evidence-based approach to decision making in epidemiology and public health
- a town map simulating the progressive spread of a disease and showing possible sources of disease transmission
- results of pathology tests to confirm students' diagnosis, plus feedback on the effectiveness of control measures they have recommended.

Students:

- explore how infectious diseases spread within a community
- compare the physical effects of infectious diseases on people
- relate public health measures to control of infectious diseases
- identify types of scientific evidence used to make decisions on disease diagnosis and public health strategies.



Mystery disease: outbreak in Glenbrook L2016 – Years 9–10

Students investigate an outbreak of hepatitis A.



Mystery disease: outbreak in Stratton L2017 – Years 9–10

Students investigate an outbreak of cryptosporidiosis.



Mystery disease: outbreak in Waverly L2018 – Years 9–10

Students investigate an outbreak of meningococcal disease.

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Mystery disease: outbreak in McArthur Vale L2019 – Years 9–10

Students investigate an outbreak of whooping cough.



Mystery disease: outbreak in Nelson L5316 – Years 9–10

Students investigate an outbreak of Ross River virus.

This series contains non-TLF content. See Acknowledgements in the learning objects.

Global workplace series (Years 9–10)

Students identify examples of cultural characteristics that affect work practices in other countries, and compare cultural traditions and work practices with their personal preferences.

Features include:

- a quiz that challenges students to identify attitudes and attributes that are helpful for people intending to participate in the global workplace.

Students:

- register with an international recruitment agency to apply for overseas work in nine vocations
- indicate their preferences and attitudes towards various cultural and workplace practices in a questionnaire
- are informed of the countries they are best suited to work in
- consider why they were not suitable to work in some countries.



Global workplace: teacher

L2688 – Years 9–10

Students investigate whether they are suited to working in another country as a teacher.



Global workplace: civil engineer

L2683 – Years 9–10

Students investigate whether they are suited to working in another country as a civil engineer.

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Global workplace: chef

L2684 – Years 9–10

Students investigate whether they are suited to working in another country as a chef.



Global workplace: web designer

L2685 – Years 9–10

Students investigate whether they are suited to working in another country as a web designer.



**Global workplace: accountant**

L2686 – Years 9–10

Students investigate whether they are suited to working in another country as an accountant.

**Global workplace: accountant [ESL]**

L8965 – Years 9–10

Students investigate whether they are suited to working in another country as an accountant. Features modified language for English as a Second Language use and an audio-supported glossary of words used in the learning object.

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**Global workplace: journalist**

L2687 – Years 9–10

Students investigate whether they are suited to working in another country as a journalist.

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**Global workplace: nurse**

L2682 – Years 9–10

Students investigate whether they are suited to working in another country as a nurse.

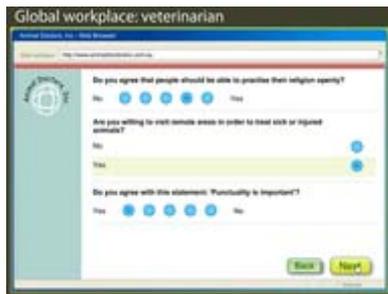
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**Global workplace: graphic designer**

L2689 – Years 9–10

Students investigate whether they are suited to working in another country as a graphic designer.

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Global workplace: veterinarian

L2690 – Years 9–10

Students investigate whether they are suited to working in another country as a veterinarian.

This series contains non-TLF content. See Acknowledgements in the learning objects.

Content from other sources

Careers in Antarctica series (Years 5–10)

Students explore information about the working conditions and experiences of people working in Antarctica.

Features include:

- authentic photographs and sounds of Antarctica
- descriptions of common hazards, safety and rescue procedures used in Antarctica.

Students:

- look at roles such as a doctor, biologist, photographer and field safety officer in Antarctica
- explore the sights, sounds and history of Antarctica
- compare the challenges faced by early polar explorers with today
- explore how medical emergencies arise and are handled and how biologists use remote field stations and data logging to study penguins in Antarctica.



The Circle: the journey

L1946 – Years 5–10

Students explore a factual recount of the physical environment and emotional responses encountered during a journey from Tasmania to Antarctica. They read descriptions of storms, pack ice and 24-hour daylight.



The Circle: field training

L1947 – Years 5–10

Students explore information on two areas: common hazards, safety and rescue procedures, as well as Antarctic transport such as helicopters, quad bikes and rubber-tracked vehicles. Students then decide which equipment is suitable to pack for a field trip in Antarctica.



The Circle: ornithologist

L1948 – Years 5–10

Students explore how biologists study penguins in Antarctica and look at how they gather data in such a remote location. Students also explore information about penguins.



The Circle: doctor
L1949 – Years 5–10

Students explore medical support in a remote community (polar research). They also explore the symptoms, treatment and prevention of frostbite and hypothermia.



The Circle: writer-photographer
L1950 – Years 5–10

Students explore authentic photographs and sounds of Antarctica. Students read an extract from the poem *The rime of the ancient mariner* and a recount of Ernest Shackleton's 1914–15 expedition to Antarctica.



The Circle: a summer in Antarctica
L3325 – Years 5–10

This learning object combines writer-photographer, doctor, ornithologist and field training information.

This material contains non-TLF content. Copyright is retained by The Crown in Right of Tasmania.

Career Quizzes (Years 9–10)

Using a quiz format, students explore a range of facts about careers and job searching.

Features include:

- randomly generated multiple-choice questions to encourage repeated use
- an option for a student to play individually or with another student.

Students:

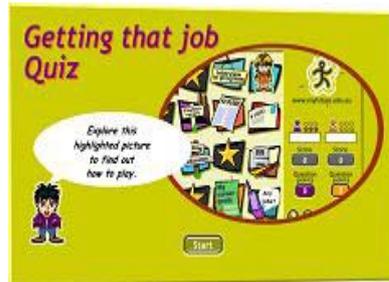
- apply knowledge of job search principles in a quiz format
- explore a range of facts about careers and vocational pathways
- identify that transferable skills may be developed through experience, formal or informal education
- explore a range of strategies used in job searching.



Career Quiz: more than just a job

L4298 – Years 9–10

Students explore a range of facts about careers and vocational pathways.



Getting that job: quiz

L4299 – Years 9–10

Students explore a range of job search strategies including how to respond to job offers and practical examples of how to handle situations arising during job search activities.

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Exploring careers series (Years 9–10)

Students explore jobs and learning pathways for a number of careers related to a specific industry.

Features include:

- written, audio and visual presentation of information
- specific career examples to illustrate various aspects of career selection and career pathways
- a printable summary of career information.

Students:

- identify definitions for education sectors, subject choice and learning pathways
- apply knowledge of training pathways in a quiz format
- explore strategies for investigating careers related to a specific industry.

Exploring Education and Training Pathways
Education and Training Board

Higher Education – Part of education and training

Question 3 of 6

Why do you study a learning pathway?

- To plan the education and training you need to achieve your career goals.
- To focus on what you have learned rather than what you need to learn.
- Because it's a requirement before you can apply for a new Apprenticeship.

Exploring education and training pathways L4297 – Years 9–10

Through tracing the career path of a telecommunications technician, students look at the education and training pathways to achieving a career.

Exploring Industries
Industries Board

Related Occupations

Question 1 of 6

By exploring the related occupations within an industry sector...

- you can learn potential occupations that might also be of interest.
- you will find out that all occupations have the same personal requirements.
- you can find out about all occupations within an industry group.

Exploring industries L4296 – Years 9–10

Through tracing the career path of an aquaculture technician, students explore strategies for investigating careers related to a specific industry.

Exploring Occupations
Occupation Board

Roles and tasks

Question 1 of 6

How do the working conditions affect your choice of occupation?

- You only need to be suited to the hours of work for your chosen occupation.
- You need to be willing and able to work under the conditions of your chosen occupation.
- You only need to be suited to the special responsibilities for your chosen occupation.

Exploring occupations L4295 – Years 9–10

Through tracing the path of a flight attendant, students look at factors important in choosing a career such as daily tasks, working conditions, earnings, personal requirements, related jobs and training needs.

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