Comprehension Questions

Australian Curriculum V9.0 links for Years 3 to 7

English
- Literacy

General Capabilities:
- Literacy

Learning outcomes:

All students will be able to:
- Identify that all people have strengths and weaknesses
- Actively think about what is happening in a video while they are watching it
- Apply comprehension strategies to different media formats

In addition, some students will be able to:
- Identify different reasons for doing different jobs

Instructions:

- Format/print the students' question sheets (or load them onto school LMS) and direct students to a copy.
- Read the questions as a class to start, discussing any meanings
- Discuss with the class strategies for being able to answer the questions as the film plays
- Watch Louise's film with the class, encouraging students to answer questions as you go

Adaptation note: Questions can be modified on the PDF to meet students' needs or learning focus areas in your classroom

Comprehension questions

1. Name FOUR things Louise can do.
2. Name two things Louise CAN'T do.
3. How did Louise feel different from her friends growing up?
4. What decision did Louise make about a career sitting at a desk when she was still at school?
5. What led Louise into the mechanical field?
6. What is Louise's first level of satisfaction?
7. What is Louise's second level of satisfaction?

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FUTUREYOU

www.futureyouaustralia.com.au/pathfinders/louise

Fixer

Student name:

Comprehension questions

Name FOUR things Louise can do.

1.

2.

3.

4.

How did Louise feel different from her friends growing up?

Name TWO things Louise can't do.

1.

2.

What led Louise into the mechanical field?

What is Louise's first level of satisfaction?

What decision did Louise make about a career sitting at a desk when she was still at school?

What is Louise's second level of satisfaction?

Comprehension Questions -Answer key

Answers:

- Ride a motorbike, do a cartwheel, teach people, fix big things.
- Can't spell, can't sit still.
- She was always with her parents, outside. Her friends were always inside.
- She wasn't going to sit at a desk.
- Didn't want to go to university, wanted to work with her hands.
- Completing a job.
- Teaching someone else to complete a job.

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- Watch Phoebe's film with the class, encouraging students to answer questions as you go

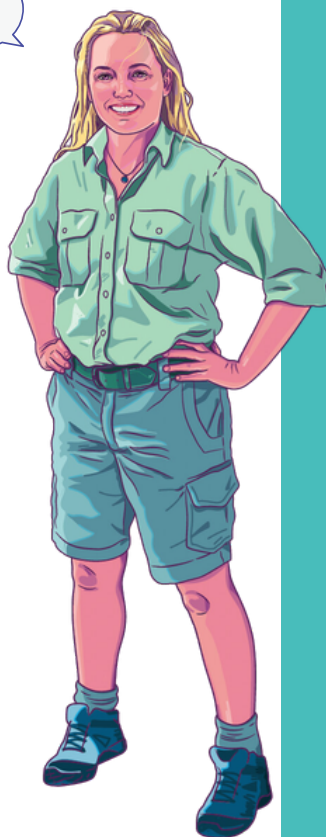
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Comprehension questions

1. Name FOUR things Phoebe can do.
2. And two things Phoebe CAN'T do.
3. Who in Phoebe's family was an important influence on her growing up? How and why?
4. What did Phoebe really want to understand when she was younger?
5. What TWO school subjects was Phoebe NOT good at?
6. What did Phoebe study at university?
7. What species did Phoebe help reintroduce into the wild?
8. Why did Phoebe think 'science wasn't for me'?
9. What does Phoebe say 'forensic science' (the study of dead animals) can help us with?
10. How many different types of animals do you see in the film? Name them.

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Protector

Student name:

Comprehension questions

Name FOUR things Phoebe can do.

1.

2.

3.

4.

Name TWO things Phoebe can't do.

1.

2.

What did Phoebe study at university?

What species did Phoebe help reintroduce into the wild?

What TWO school subjects was Phoebe NOT good at?

1.

2.

What did Phoebe really want to understand when she was younger?

Who in Phoebe's family was an important influence on her growing up? How and why?

Why did Phoebe think 'science wasn't for me'?

What does Phoebe say 'forensic science' (the study of dead animals) can help us with?

How many different types of animals do you see in the film? Name them.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Comprehension Questions -Answer key

Answers:

- Scuba dive, catch sharks and stingrays in her bare hands, do a headstand, protect animals.
- Can’t sing in tune, can’t floss.
- Grandmother. Took grandchildren to Flinders Ranges and into the Simpson Desert.
- How everything fitted together.
- Chemistry or Mathematics.
- Biology.
- Bilby
- Because she wasn’t the best in Chemistry.
- Save species in the long run.
- Shark, sea lion, dog, pygmy bearded dragon, blue tongue lizard, bilby, knobtailed gecko, snake, koala, echidna, dolphin.

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- Watch Renee's film with the class, encouraging students to answer questions as you go

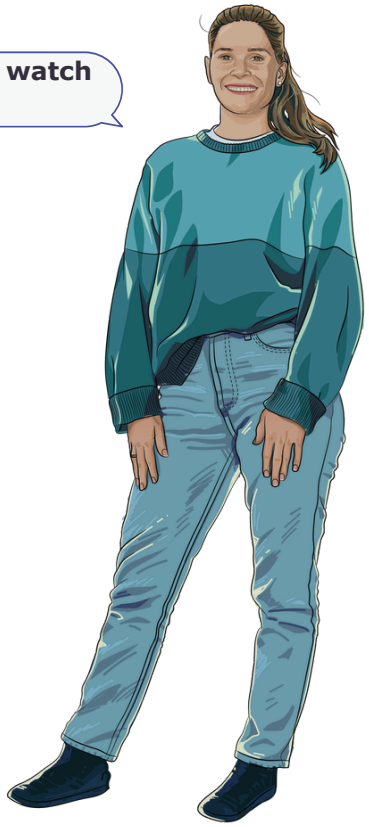
Adaptation note: Questions can be modified on the PDF to meet students' needs or learning focus areas in your classroom

Comprehension questions

1. Name FOUR things Renee can do.
2. Name two things Renee CAN'T do.
3. What happened when Renee was 15?
4. What did Renee do after she finished her Engineering studies?
5. What is an incredible feeling for Renee?
6. Whose support was very important to Renee?
7. What is Renee's 'high vision'?
8. What does Renee consider 'life-changing'? Why?

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Highflyer

Student name:

Comprehension Questions

Name FOUR things Renee can do.

1.

2.

3.

4.

What happened when Renee was 15?

What is Renee's 'high vision'?

Name TWO things Renee can't do.

1.

2.

What is an incredible feeling for Renee?

What did Renee do after she finished her Engineering studies?

What does Renee consider 'life-changing'? Why?

Whose support was very important to Renee?

Comprehension Questions -Answer key

Answers:

- Lift weights, do the splits, fly a plane, solve big engineering problems.
- Can’t speak French, can’t finish reading a book.
- Moved to a new town and joined the local Air Force Cadets program.
- Put all of her energy into pursuing flying.
- Flying above buildings and over cities.
- Her grandparents.
- To become an astronaut.
- Exposure to opportunities and to people that do different things actually is life-changing because you can connect or identify with somebody else and that sets you on your mission to creating your own future.

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Instructions:

- Format/print the students' question sheets (or load them onto school LMS) and direct students to a copy.
- Read the questions as a class to start, discussing any meanings
- Discuss with the class strategies for being able to answer the questions as the film plays
- Watch Mikaela's film with the class, encouraging students to answer questions as you go

Adaptation note: Questions can be modified on the PDF to meet students' needs or learning focus areas in your classroom

Comprehension questions

1. Name FOUR things Mikaela can do.
2. And two things Mikaela CAN'T do.
3. What happened when Mikaela was eight?
4. What was Mikaela's vision?
5. What's the icing on the cake for Mikaela?



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Storyteller

Student name:

Comprehension questions

Name FOUR things Mikaela can do.

1.

2.

3.

4.

What happened when Mikaela was eight?

Name TWO things Mikaela can't do.

1.

2.



What was Mikaela's vision?

What's the icing on the cake for Mikaela?

Comprehension Questions -Answer key

Answers:

- Make you into a hologram, downhill mountain bike, weave, hike.
- Can’t catch a ball, can’t concentrate when she's hungry.
- She saw a park ranger planting a tree at her school and knew that’s what she wanted to do
- She had a vision of being able to share cultural stories through holograms.
- That (young people) get to be inspired to be a developer, or an engineer, and start to create a pathway for themselves.

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Instructions:

- Format/print the students' question sheets (or load them onto school LMS) and direct students to a copy.
- Read the questions as a class to start, discussing any meanings
- Discuss with the class strategies for being able to answer the questions as the film plays
- Watch Meredith's film with the class, encouraging students to answer questions as you go

Adaptation note: Questions can be modified on the PDF to meet students' needs or learning focus areas in your classroom

Comprehension questions

1. Name FOUR things Meredith can do.
2. And two things Meredith CAN'T do.
3. Where does Meredith work, and what does she do?
4. What got Meredith interested in computer programming?
5. What kinds of jobs does Meredith say computer science degrees are valuable in?
6. What 'age' does Meredith say we're in?
7. What does Meredith believe is the joy of life?

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SCAN ME



Connector

Student name:

Comprehension Questions

Name FOUR things Meredith can do.

1.

2.

3.

4.

What 'age' does Meredith say we're in?

Name TWO things Meredith can't do.

1.

2.

What got Meredith interested in computer programming?

Where does Meredith work, and what does she do?

What kinds of jobs does Meredith say computer science degrees are valuable in?

1.

2.

3.

4.

What does Meredith believe is the joy of life?

Comprehension Questions -Answer key

Answers:

- Code, play soccer, make music, an ollie.
- A kick-flip, reach things up high.
- Google, she makes sure the internet is for everyone.
- Music technology
- Healthcare, building an app, education, working on the web.
- The Age of Connection
- Connecting with people and learning from them and being friends.

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Instructions:

- Format/print the students' question sheets (or load them onto school LMS) and direct students to a copy.
- Read the questions as a class to start, discussing any meanings
- Discuss with the class strategies for being able to answer the questions as the film plays
- Watch Skye's film with the class, encouraging students to answer questions as you go

Adaptation note: Questions can be modified on the PDF to meet students' needs or learning focus areas in your classroom

Comprehension questions

1. Name FOUR things Skye can do.
2. And two things Skye CAN'T do.
3. What university degrees does Skye have?
4. Why did Skye get a Food Science degree?
5. Who is Skye known as?
6. What sort of food does Skye say her children and grandchildren will be eating?
7. Who help Skye embrace her passion, and how?
8. What does Skye do, day to day?

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Harvester

Student name:

Comprehension Questions

Name FOUR things Skye can do.

1.

2.

3.

4.

Why did Skye get a Food Science degree?

What sort of food does Skye say her children and grandchildren will be eating?

Name TWO things Skye can't do.

1.

2.

Who help Skye embrace her passion, and how?

What university degrees does Skye have?

1.

2.

What does Skye do, day to day?

Who is Skye known as?

Comprehension Questions -Answer key

Answers:

- Experiment, catch bugs, teach, develop new foods.
- Rock climb, skate.
- Entomology and Food Science.
- Not a lot of jobs in entomology so she did a degree in Food Science so she would have a job when she finished university,
- The Bug Girl or the Bug Lady
- A more plant-based diet, more alternative proteins like insects, cellular based agriculture.Even algae and seaweed.
- Her teachers with articles or books they thought would be interesting.
- On the farm, robotics, AI, creating new food, teaching.

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Comprehension Questions

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English
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Learning outcomes:

All students will be able to:
- Identify that all people have strengths and weaknesses
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- Apply comprehension strategies to different media formats

In addition, some students will be able to:
- Identify different reasons for doing different jobs

Instructions:

- Format/print the students' question sheets (or load them onto school LMS) and direct students to a copy.
- Read the questions as a class to start, discussing any meanings
- Discuss with the class strategies for being able to answer the questions as they read about Jamie
- Read Jamie's questionnaire and 'Day in the Life' as a class, encouraging students to answer questions as you go

Adaptation note: Questions can be modified on the PDF to meet students' needs or learning focus areas in your classroom

Comprehension questions

1. Name TWO things Jamie is good at.
2. And two things Jamie CAN'T do.
3. What qualifications does Jamie have?
4. What does Jamie love about his job?
5. What does Jamie do when he first gets to work?
6. How does Jamie's job help make the world better for people?
7. What does Jamie want to do in the future?
8. How does Jamie get to work?

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Jamie

Student name:

Comprehension Questions

Name TWO things Jamie can do.

1.

2.

What does Jamie do when he first gets to work?

Name TWO things Jamie can't do.

1.

2.

How does Jamie's job make the world better for people?

What qualifications does Jamie have?

1.

2.

What does Jamie want to do in the future?

What does Jamie love about his job?

How does Jamie get to work?

Comprehension Questions -Answer key

Answers:

- Cooking and lifting weights.
- Draw or be patient
- A certificate in kitchen operations and commercial cookery.
- Seeing the joy and happiness on people's faces when they eat his desserts brings Jamie joy.
- He opens the shop, turns on the ovens and the coffee machine.
- The products Jamie can make can be eaten by people with dietary needs, like people who are lactose intolerant or have egg allergies etc.
- Open his own cafe where people can have fun while they eat good food.
- He walks to the train station, catches a train to the CBD and then catches another train, and then a bus.

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Instructions:

- Format/print the students' question sheets (or load them onto school LMS) and direct students to a copy.
- Read the questions as a class to start, discussing any meanings
- Discuss with the class strategies for being able to answer the questions as they read about Bardie
- Read Bardie's questionnaire and 'Day in the Life' as a class, encouraging students to answer questions as you go

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Comprehension questions

1. Name three things Bardie is good at.
2. And two things Bardie CAN'T do.
3. What qualifications does Bardie have?
4. What four things does Bardie love about her job?
5. What work did Bardie do when she first started her university degree?
6. What made Bardie switch from a Fine Arts degree to an apprenticeship?
7. How does Bardie's job help people at an advanced level?
8. What is Bardie passionate about for her future?

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FUTUREYOU

www.futureyouaustralia.com.au/pathfinders/bardie

Carpenter

Student name:

Comprehension Questions

Name three things Bardie is good at.

1.

2.

3.

What work did Bardie do when she first started her university degree?

What made Bardie switch from a Fine Arts degree to an apprenticeship?

Name TWO things Bardie can't do.

1.

2.

How does Bardie's job help people at an advanced level?

What qualifications does Bardie have?

What four things does Bardie love about her job?

1.

2.

3.

4.

What is Bardie passionate about for her future?

Comprehension Questions -Answer key

Answers:

- Solving problems, creating an enjoyable atmosphere on the worksite, and tearing up the dance floor.
- Catch a ball and keep her tool belt organised.
- Certificate III in Carpentry and Joinery
- Using my hands to bring a vision to life, problem-solving, creating incredible projects and working with great people
- Worked in bars
- She worked as a labourer and really enjoyed it so much that she changed.
- Bring their dreams, visions and needs into reality.
- Creating a healthier, safer and better industry

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- Read the questions as a class to start, discussing any meanings
- Discuss with the class strategies for being able to answer the questions as they read about Siobhan
- Read about Siobhan as a class, encouraging students to answer questions as you go

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Comprehension questions

1. What does Siobhan split her time across?
2. What phenomenon did Siobhan focus her research time on?
3. What title did Siobhan give her PhD?
4. What is at the heart of Siobhan's job?
5. What two things is Siobhan not good at?
6. Name two things Siobhan is good at.
7. What language is Siobhan currently learning?
8. How does Siobhan's job help musicians?

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Siobhan

Student name:

Comprehension Questions

What does Siobhan split her time across?

1.

2.

What two things is Siobhan not good at?

1.

2.

What phenomenon did Siobhan focus her research time on?

Name two things Siobhan is good at.

1.

2.

What language is Siobhan currently learning?

What title did Siobhan give her PhD?

What is at the heart of Siobhan's job?

How does Siobhan's job help musicians?

Comprehension Questions -Answer key

Answers:

- Creative endeavours and hearing health
- Perfect Pitch
- Preventing Hearing Injury in the Music Industry
- Communication
- Cleaning her room and running
- Problem-solving and learning
- Auslan
- Helps them adjust to the impact of any hearing injury so they can continue doing what they love.

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- Read the questions as a class to start, discussing any meanings
- Discuss with the class strategies for being able to answer the questions as they read about Lisa
- Read about Lisa as a class, encouraging students to answer questions as you go

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Comprehension questions

1. What three job titles does Lisa give herself?
2. What does Lisa love about her job?
3. What inventions are astronomy responsible for?
4. What does Lisa want to do?
5. What two things is Lisa not good at?
6. What two things Lisa is good at?
7. What does astronomy help us to understand?
8. What big decision did Lisa make when she was 11?

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Lisa

Student name:

Comprehension Questions

What three job titles does Lisa give herself?

1.

2.

3.

What two things is Lisa not good at?

1.

2.

What does Lisa love about her job?

Name two things Lisa is good at.

1.

2.

What does astronomy help us to understand?

What inventions are astronomy responsible for?

1.

2.

What big decision did Lisa make when she was 11?

What does Lisa want to do?

Comprehension Questions -Answer key

Answers:

- She’s an astrophysicist, astronomer or stargazer
- She loves seeing galaxies whose light has taken more than a billion years to reach Earth.
- Medical scanners and wifi
- Help people fall in love with the night sky, no matter their background
- Throwing a frisbee and doing sums in her head
- Writing books and stand-up paddleboarding
- Where we came from
- She didn't want to go to regular school anymore.

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- Read the questions as a class to start, discussing any meanings
- Discuss with the class strategies for being able to answer the questions as they read about Ajay
- Read about Ajay as a class, encouraging students to answer questions as you go

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Comprehension questions

1. What does Ajay do and where does he work?
2. What did Ajay want to study during school and college?
3. How did Ajay incorporate visualisation into his thesis?
4. When did Ajay move to Australia?
5. What two things is Ajay not good at?
6. Name two things Ajay is good at.
7. What does Drishti mean?
8. What does Ajay's work allow him to do?

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Ajay

Student name:

Comprehension Questions

What does Ajay do and where does he work?

What two things is Ajay not good at?

1.

2.

What did Ajay want to study during school and college?

Name two things Ajay is good at.

1.

2.

How did Ajay incorporate visualisation into his thesis?

What does Drishti mean?

When did Ajay move to Australia?

What does Ajay's work allow him to do?

Comprehension Questions -Answer key

Answers:

- He’s a visualisation programmer at the National Computational Infrastructure, situated in the Australian National University.
- Medicine
- By developing visualisation software to visualise chemical structure and properties
- In 1997
- Languages (aside from programming) and poetry
- Employing and adapting things, and running a local radio show
- Cognition/insight/vision
- To work and collaborate with researchers from wide variety of disciplines

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- Discuss with the class strategies for being able to answer the questions as they read about Sharna
- Read about Sharna as a class, encouraging students to answer questions as you go

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Comprehension questions

1. What does Sharna do and what does she use to do it?
2. What is Sharna interested in learning more about?
3. Where did Sharna always want to go?
4. What did Sharna do when she decided her first degree wasn't quite right?
5. Where has Sharna's research taken her?
6. Name two things Sharna isn't good at.
7. Name two things Sharna is good at.
8. What does Sharna's work help people to do?

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FUTUREYOU

www.futureyouaustralia.com.au/pathfinders/sharna

Sharna

Student name:

Comprehension Questions

What does Sharna do and what does she use to do it?

What two things is Sharna not good at?

1.

2.

What is Sharna interested in learning more about?

1.

2.

Name two things Sharna is good at.

1.

2.

Where has Sharna's research taken her?

Where did Sharna always want to go?

What does Sharna's work help people to do?

What did Sharna do when she decided her first degree wasn't quite right?

Comprehension Questions -Answer key

Answers:

- She’s a neuroscientist who uses machines to see people’s brains.
- If doing puzzles or having a challenging job can help people stay sharp as they get older. How becominga parent changes your brain.
- Go to university.
- Took a six month break.
- Europe, USA and Asia, and Antarctica
- Being confident when doing something new, and artistic things.
- Sticking withthings, and writing.
- Live longer, healthier lives.

Did you enjoy this free activity? We have lots more related to different STEM careers.
Explore them all at: https://www.unsw.edu.au/future-you/pathfinders

Comprehension Questions

Australian Curriculum V9.0 links for Years 3 to 7

English
- Literacy

General Capabilities:
- Literacy

Learning outcomes:

All students will be able to:
- Identify that all people have strengths and weaknesses
- Actively think about what is happening in various texts as they read them
- Apply comprehension strategies to different media formats

In addition, some students will be able to:
- Identify different reasons for doing different jobs

Instructions:

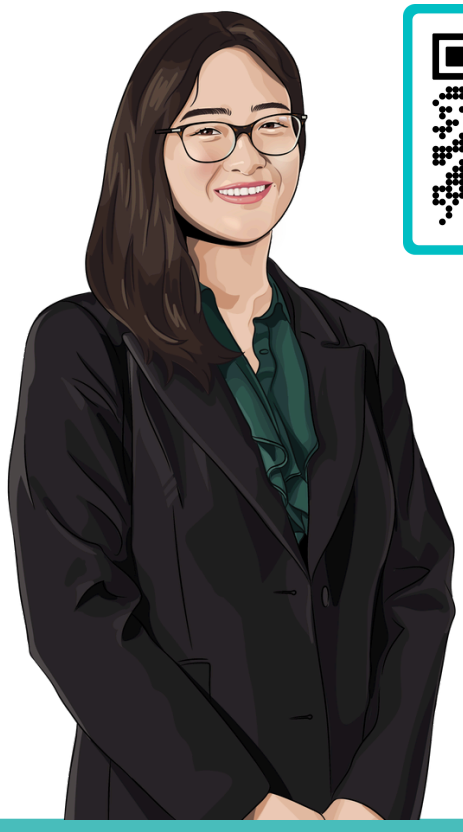
- Format/print the students' question sheets (or load them onto school LMS) and direct students to a copy.
- Read the questions as a class to start, discussing any meanings
- Discuss with the class strategies for being able to answer the questions as they read about Daisy
- Read about Daisy as a class, encouraging students to answer questions as you go

Adaptation note: Questions can be modified on the PDF to meet students' needs or learning focus areas in your classroom

Comprehension questions

1. What two jobs does Daisy have?
2. What does Daisy's work involve?
3. What made Daisy want to pursue a career in research?
4. What does Daisy love about her job?
5. How does attending conferences enrich Daisy's work?
6. Name two things Daisy is not good at.
7. Name two things Daisy is good at.
8. What is Daisy helping to build?
9. What brings Daisy a sense of calm and balance?
10. What is Daisy's ultimate goal?

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FUTUREYOU

www.futureyouaustralia.com.au/pathfinders/daisy

Daisy

Student name:

Comprehension Questions

What does Daisy's work involve?

What two jobs does Daisy have?

1.

2.

What made Daisy want to pursue a career in research?

Name two things Daisy is not good at.

1.

2.

Name two things Daisy is good at.

1.

2.

What does Daisy love about her job?

What is Daisy helping to build?

What is Daisy's ultimate goal?

What brings Daisy a sense of calm and balance?

1.

2.

How does attending conferences enrich Daisy's work?

Comprehension Questions -Answer key

Answers:

- She’s an academic research scientist and an optometrist
- Seeing patients in the clinic and conducting cutting-edge research in the lab.
- Meeting patients during her clinical experience who weren’t responding well to existing treatments
- It’s a perfect blend of science and patient care.
- They bring a global perspective to my research.
- Coding and admin work.
- Seeing the big picture and communication.
- A community of future women leaders who will rock the world of STEMM!
- Yoga and baking cookies
- To cure blindness.

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Comprehension Questions

Australian Curriculum V9.0 links for Years 3 to 7

English
- Literacy

General Capabilities:
- Literacy

Learning outcomes:

All students will be able to:
- Identify that all people have strengths and weaknesses
- Actively think about what is happening in various texts as they read them
- Apply comprehension strategies to different media formats

In addition, some students will be able to:
- Identify different reasons for doing different jobs

Instructions:

- Format/print the students' question sheets (or load them onto school LMS) and direct students to a copy.
- Read the questions as a class to start, discussing any meanings
- Discuss with the class strategies for being able to answer the questions as they learn about Stuart.
- Watch Stuart's film as a class, encouraging students to answer questions as you go

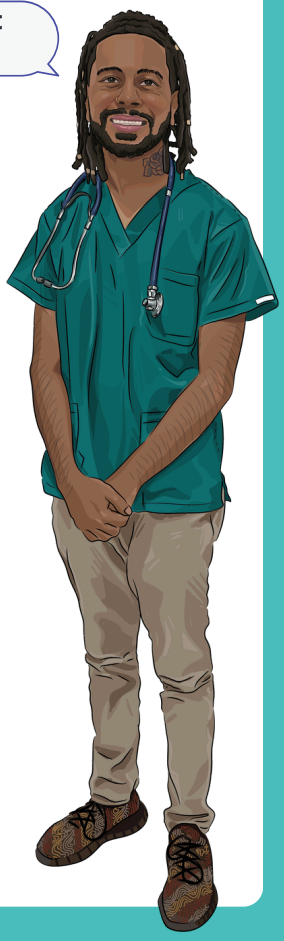
Adaptation note: Questions can be modified on the PDF to meet students' needs or learning focus areas in your classroom

Comprehension questions

1. Name two things Stuart is good at.
2. And two things Stuart can't do.
3. Why did Stuart want to become a nurse?
4. What kind of pet does Stuart have?
5. What does Stuart love most about being a nurse?
6. What did Stuart have to do to succeed in his studies in the Western World?
7. Why does Stuart believe more Yolgnu people should go into healthcare?
8. What advice does Stuart have for anyone thinking about a career in nursing?
9. Where does Stuart want to be in 10 years?
10. What would you like to ask Stuart?

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Nurse

Student name:

Comprehension Questions

Name two things Stuart is good at.

1.

2.

What does Stuart love most about being a nurse?

Name two things Stuart can't do.

1.

2.

What did Stuart have to do to succeed in his studies in the western world?

Why did Stuart want to become a nurse?

Why does Stuart say more Yolgnu people need to go into nursing?

What kind of pet does Stuart have?

Where does Stuart want to be in 10 years?

What advice does Stuart have for anyone thinking about a career in nursing?

Nurse

Student name:

What would you like to ask Stuart?

Comprehension Questions -Answer key

1. Name two things Stuart is good at:

1. Making a mean fire.
2. Making a spear.

2. And two things Stuart can't do:

1. Swim
2. Dance

3. Why did Stuart want to become a nurse?

To make a difference in the health outcomes of his community.

4. What kind of pet does Stuart have?

A British Bulldog.

5. What does Stuart love most about being a nurse?

Giving patients empowerment through education.

6. What did Stuart have to do to succeed in his studies in the Western world?

Pause his Yolgnu-ness.

7. Why does Stuart believe more Yolgnu people should go into healthcare?

To change the face of what's happening in Indigenous healthcare.

8. What advice does Stuart have for anyone thinking about a career in nursing?

Discipline, Discipline, Discipline, and don't stop being yourself.

9. Where does Stuart want to be in 10 years?

He wants to have his Masters in Public Health Policy, shaping Indigenous Health Policy.

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Comprehension Questions

Australian Curriculum V9.0 links for Years 3 to 7

English
- Literacy

General Capabilities:
- Literacy

Learning outcomes:

All students will be able to:
- Identify that all people have strengths and weaknesses
- Actively think about what is happening in various texts as they read them
- Apply comprehension strategies to different media formats

In addition, some students will be able to:
- Identify different reasons for doing different jobs

Instructions:

- Format/print the students' question sheets (or load them onto school LMS) and direct students to a copy.
- Read the questions as a class to start, discussing any meanings
- Discuss with the class strategies for being able to answer the questions as they learn about Kayta.
- Watch Kayta's film as a class, encouraging students to answer questions as you go

Adaptation note: Questions can be modified on the PDF to meet students' needs or learning focus areas in your classroom

Comprehension questions

1. Name two things Kayta is good at.
2. And two things Kayta can't do.
3. What career did Kayta used to have?
4. What inspired Kayta to make the change from marketing to software engineering?
5. What does Kayta say was the hardest part about changing careers?
6. Who does Kayta say she loves spending time with outside of work?
7. How does Kayta stay connected to her creative side?
8. What does Kayta say makes her a better engineer?
9. What impacts does Kayta want to have in her job?
10. What advice does Kayta have for people thinking about changing jobs?

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SCAN ME



FUTUREyou

www.futureyouaustralia.com.au/pathfinders/kayta

Software Engineer

Student name:

Comprehension Questions

Name two things Kayta is good at.

1.

2.

Name two things Kayta can't do.

1.

2.

What career did Kayta used to have?

Who does Kayta say she loves spending time with outside of work?

What advice does Kayta have for people thinking about changing jobs?

What inspired Kayta to make the change from marketing to software engineering?

What does Kayta say was the hardest part about changing careers?

How does Kayta stay connected to her creative side?

What does Kayta say makes her a better engineer?

What impacts does Kayta want to have in her job?

Comprehension Questions -Answer key

1. Name two things Kayta is good at:

1. Cooking up a really good meal.
2. Devouring a book in just a couple of days.

2. And two things Kayta can't do:

1. Keep a plant alive.
2. Do sums without a calculator.

3. What career did Kayta used to have?

A career in marketing.

4. What inspired Kayta to make the change from marketing to software engineering?

Her curiosity about how technical things work.

5. What does Kayta say was the hardest part about changing careers?

Starting from the bottom again.

6. Who does Kayta say she loves spending time with outside of work?

Her husband and her nephew.

7. How does Kayta stay connected to her creative side?

Through art, drawing, watercolours, gardening, music, and cooking

8. What does Kayta say makes her a better engineer?

Taking breaks and doing creative things outside of work.

9.What impacts does Kayta want to have in her job?

She wants to build cool things and champion more women into tech.

10. What advice does Kayta have for people thinking about changing jobs?

"Just do it."

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Comprehension Questions

Australian Curriculum V9.0 links for Years 3 to 7

English
- Literacy

General Capabilities:
- Literacy

Learning outcomes:

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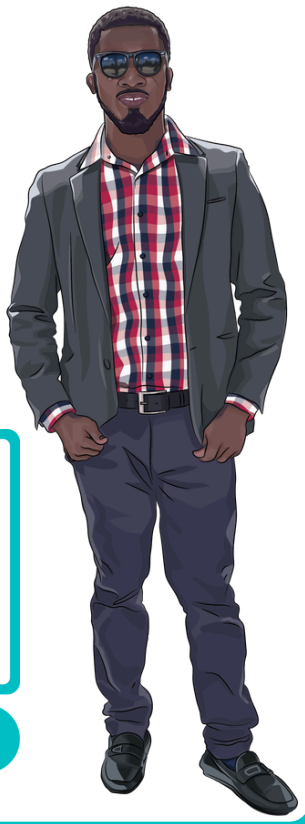
- Format/print the students' question sheets (or load them onto school LMS) and direct students to a copy.
- Read the questions as a class to start, discussing any meanings
- Discuss with the class strategies for being able to answer the questions as they learn about Thomas.
- Read about Thomas as a class, encouraging students to answer questions as you go

Adaptation note: Questions can be modified on the PDF to meet students' needs or learning focus areas in your classroom

Comprehension questions

1. Name two things Thomas is good at.
2. And two things Thomas isn't good at.
3. What does Thomas find to make sure we have enough food in the future?
4. How many countries did Thomas study in?
5. What makes Thomas feel close to nature?
6. What does Thomas use to make sure the world has enough food?
7. What is Thomas trying to figure out the best way to do?
8. How does Thomas solve puzzles about crops?
9. What makes Thomas happy outside of work?
10. What is Thomas' dream?

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Agronomist/ Molecular Geneticist

Student name:

Comprehension Questions

Name two things Thomas is good at.

1.

2.

What does Thomas find to make sure we have enough food in the future?

Name two things Thomas isn't good at.

1.

2.

How many countries did Thomas study in?

What does Thomas use to make sure the world has enough food?

What is Thomas trying to figure out the best way to do?

How does Thomas solve puzzles about crops?

What makes Thomas feel close to nature?

What is Thomas' dream?

What makes Thomas happy outside of work?

Comprehension Questions -Answer key

1. Name two things Thomas is good at:

1. Turning tricky science into easy plans.
2. Solving big puzzles.

2. And two things Thomas isn't good at.

1. Stopping himself from making everything perfect.
2. Figuring out how to use science from the lab in the real world.

3. What does Thomas find to make sure we have enough food in the future?

Super strong plants.

4. How many countries did Thomas study in?

Three

5. What makes Thomas feel close to nature?

Walking and hiking.

6. What does Thomas use to make sure the world has enough food?

Smart science.

7. What is Thomas trying to figure out the best way to do?

Grow lots of healthy crops without hurting the planet.

8. How does Thomas solve puzzles about crops?

He looks at their genes, the weather, and the soil, and puts it all together to make the best solution.

9. What makes Thomas happy outside of work?

Finding time to relax and enjoy life outside the lab.

10. What is Thomas' dream?

To make sure strong, healthy crops that can handle tough weather are shared fairly so everyone has enough to eat.

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Comprehension Questions

Australian Curriculum V9.0 links for Years 3 to 7

English
- Literacy

General Capabilities:
- Literacy

Learning outcomes:

All students will be able to:
- Identify that all people have strengths and weaknesses
- Actively think about what is happening in various texts as they read them
- Apply comprehension strategies to different media formats

In addition, some students will be able to:
- Identify different reasons for doing different jobs

Instructions:

- Format/print the students' question sheets (or load them onto school LMS) and direct students to a copy.
- Read the questions as a class to start, discussing any meanings
- Discuss with the class strategies for being able to answer the questions as they learn about Tessa.
- Watch Tessa's film as a class, encouraging students to answer questions as you go

Adaptation note: Questions can be modified on the PDF to meet students' needs or learning focus areas in your classroom

Comprehension questions

1. Name two things Tessa is good at.
2. And two things Tessa isn't good at.
3. What does Tessa do for work?
4. Who was Tessa's biggest inspiration for her career pathway? And what was their job?
5. What did Tessa want to be when she was 8?
6. What does Tessa enjoy doing outside of work?
7. What subject does Tessa say there's a lot of in her job?
8. What does Tessa say you need to be in order to be an engineer?
9. What does Tessa put into every playground she designs?
10. Does Tessa say her job is solo or team-based?

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FUTURE YOU

unsw.edu.au/future-you/pathfinders/tessa-grayston

Playground Designer

Student name:

Comprehension Questions

Name two things Tessa is good at.

1.

2.

Name two things Tessa isn't good at.

1.

2.

What does Tessa do for work?

Who was Tessa's biggest inspiration for her career pathway? And what was their job?

What did Tessa want to be when she was 8?

What does Tessa enjoy doing outside of work?

1.

2.

3.

4.

What subject does Tessa say there's a lot of in her job?

What does Tessa say you need to be in order to be an engineer?

What does Tessa put into every playground she designs?

1.

2.

Does Tessa say her job is solo or team-based?

Comprehension Questions -Answer key

1. Drawing and restoring furniture
2. Rolling her Rs and playing guitar
3. She is a playground designer
4. Her dad. He was a civil engineer.
5. A designer of some sort.
6. Spending time with her cat, in the garden, out on walks or hikes with friends.
7. Maths
8. Creative
9. A challenge ladder and monkey bars
10. Team-based

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Comprehension Questions

Australian Curriculum V9.0 links for Years 3 to 7

English
- Literacy

General Capabilities:
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- Apply comprehension strategies to different media formats.

In addition, some students will be able to:
- Identify different reasons for doing different jobs.

Instructions:

- Format/print the students' question sheets (or load them onto school LMS) and direct students to a copy.
- Read the questions as a class to start.
- Discuss with the class strategies for being able to answer the questions as they learn about Cliffy.
- Read about Cliffy as a class, encouraging students to answer questions as you go.

Adaptation note: Questions can be modified on the PDF to meet students' needs or learning focus areas in your classroom

Comprehension questions

1. Name two things Cliffy is good at.
2. Name two things Cliffy isn't good at.
3. What does Cliffy do for work?
4. What is the 'Green Store'?
5. How did Cliffy first get the chance to go to the Antarctic?
6. What does Cliffy like to do outside of work when she's back in Australia?
7. Why did Cliffy decide to apply for the job?
8. What does Cliffy enjoy most about the job?
9. Name two things Cliffy helps organise at the station.
10. How does Cliffy's job help people at the station?

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Antarctic Station Supply Officer

Student name:

Comprehension Questions

Name two things Cliffy is good at.

1.

2.

Name two things Cliffy isn't good at.

1.

2.

What does Cliffy do for work?

What is the 'Green Store'?

How did Cliffy first get the chance to go to the Antarctic?

What does Cliffy like to do outside of work when she's back in Australia?

1.

2.

Why did Cliffy decide to apply for the job?

What does Cliffy enjoy most about the job?

Name two things Cliffy helps organise at the station.

1.

2.

How does Cliffy's job help people at the station?

Comprehension Questions -Answer key

1. Antarctic Station Supply Officer who manages the warehouse and supplies.
2. It is a big green warehouse where all food, supplies, and equipment are kept.
3. Food for the kitchen and equipment or parts for trades teams.
4. Through the Royal Australian Air Force, helping prepare and pack cargo.
5. They loved the experience and wanted to go back to Antarctica.
6. Listening to and understanding people, and working hard.
7. Sitting still and using computers.
8. Working with different people and doing something different every day.
9. It makes sure everyone has the supplies they need and helps the station run smoothly.
10. Go to the beach or go free diving.

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Comprehension Questions

Australian Curriculum V9.0 links for Years 3 to 7

English
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General Capabilities:
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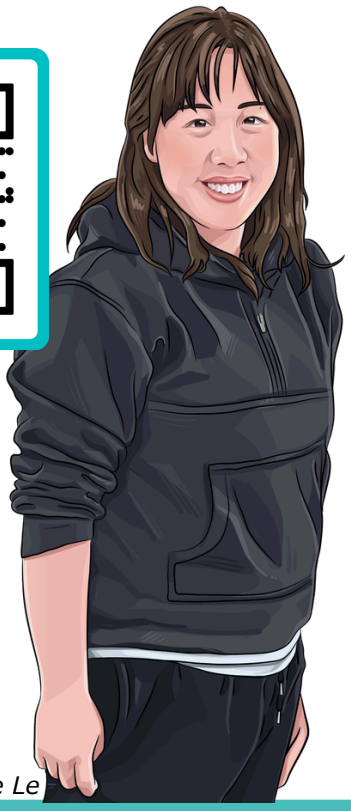
- Format/print the students' question sheets (or load them onto school LMS) and direct students to a copy.
- Read the questions as a class to start, discussing any meanings
- Discuss with the class strategies for being able to answer the questions as they learn about Samantha.
- Watch Samantha's film as a class, encouraging students to answer questions as you go.

Adaptation note: Questions can be modified on the PDF to meet students' needs or learning focus areas in your classroom

Comprehension questions

1. Name two things Samantha is good at.
2. Name two things Samantha isn't good at.
3. What does Samantha enjoy doing outside of work?
4. What did Samantha want to do when she was 8?
5. What was the biggest inspiration for Samantha's career pathway?
6. What does Samantha do for work?
7. What did Samantha study at university?
8. How does Samantha use maths in her work?
9. What is the name of the machines that work in the wool handling facility?
10. What industry did Samantha think she would go into?

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Artwork by Christine Le

FUTURE YOU

unsw.edu.au/future-you/pathfinders/samantha-wan

Wool broker / autioneer

Student name:

Comprehension Questions

Name two things Samantha is good at.

1.

2.

Name two things Samantha isn't good at.

1.

2.

What does Samantha enjoy doing outside of work?

What did Samantha want to do when she was 8?

What was the biggest inspiration for Samantha's career pathway?

What does Samantha do for work?

What did Samantha study at university?

How does Samantha use maths in her work?

What is the name of the machines that work in the wool handling facility?

What industry did Samantha think she would work in?

Comprehension Questions -Answer key

1. Problem solving and solving puzzles, and growing and eating raspberries
2. Maths and sitting still.
3. Pick raspberries and strawberries and tomatoes from the greenhouse, play with the chickens and the dog, and look after her flock of sheep.
4. Work with animals, and be a veterinarian.
5. She had a great agriculture teacher and being able to meet farmers.
6. Wool broker
7. Bachelor of Agriculture
8. To calculate how much a bale of wool is worth and for converting discounts.
9. Automated guided vehicles (AGVs)
10. IT

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Comprehension Questions

Australian Curriculum V9.0 links for Years 3 to 7

English
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- Apply comprehension strategies to different media formats.

In addition, some students will be able to:
- Identify different reasons for doing different jobs.

Instructions:

- Format/print the students' question sheets (or load them onto school LMS) and direct students to a copy.
- Read the questions as a class to start, discussing any meanings
- Discuss with the class strategies for being able to answer the questions as they learn about Clinton.
- Read about Clinton as a class, encouraging students to answer questions as you go

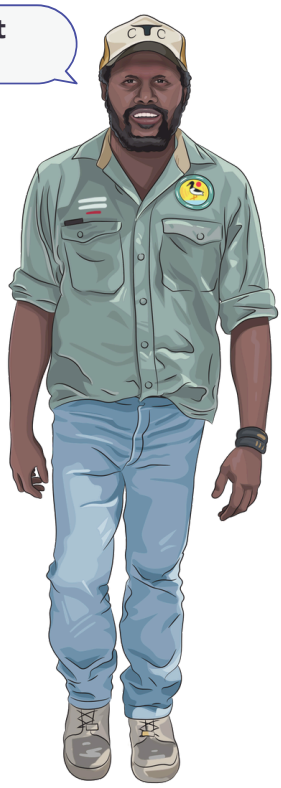
Adaptation note: Questions can be modified on the PDF to meet students' needs or learning focus areas in your classroom

Comprehension questions

1. What does Clinton do for work?
2. Name three things Clinton does as part of his job.
3. What did Clinton do after finishing Year 12?
4. What was Clinton's first job?
5. What does Clinton enjoy most about his job?
6. How does Clinton's work help his community and the environment?
7. Name two things Clinton is good at.
8. What is something Clinton is still learning?
9. Why is the Junior Ranger Program important to Clinton?
10. What is one of Clinton's lifelong dreams?

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Comprehension Questions
Ranger Coordinator

Student name:

What does Clinton do for work?

How does Clinton's work help his community and the environment?

Name three things Clinton does as part of his job.

1

2

3

Name two things Clinton is good at.

1

2

What did Clinton do after finishing Year 12?

What is something Clinton is still learning?

What was Clinton's first job?

Why is the junior ranger program important to Clinton?

What does Clinton enjoy most about his job?

What is one of Clinton's lifelong dreams?

Comprehension Questions -Answer key

1. Clinton is a Ranger Coordinator.
2. Manages environmental projects, supports his ranger team and works with schools and Junior Rangers.
3. Clinton wasn't sure what he wanted to do. He took an opportunity to work with a local ranger group on a project at an important cultural site.
4. Helping to build a fence around an important cultural site.
5. Spending time on Country, protecting wildlife, working with his team and teaching young people about caring for Country.
6. His work helps protect wildlife, care for Country and important cultural places, and teach young people about looking after the environment.
7. Clinton is good at leadership and being a positive role model for others.
8. Clinton is learning how to improve his communication skills so he can share messages effectively with different people.
9. It allows Clinton to teach young people about caring for Country, be a positive role model and help develop the next generation of Indigenous leaders.
10. Becoming a helicopter pilot.

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