

Sharna is a Mindmapper

NOT GOOD AT

trying new things,
trying artistic
things

CAREER

neuroscientist

EXPERT ON

helping people
live longer,
happier lives

GOOD AT

perservering,
writing

LOVES

travelling the
world, meeting new
people, reading

STUDIED

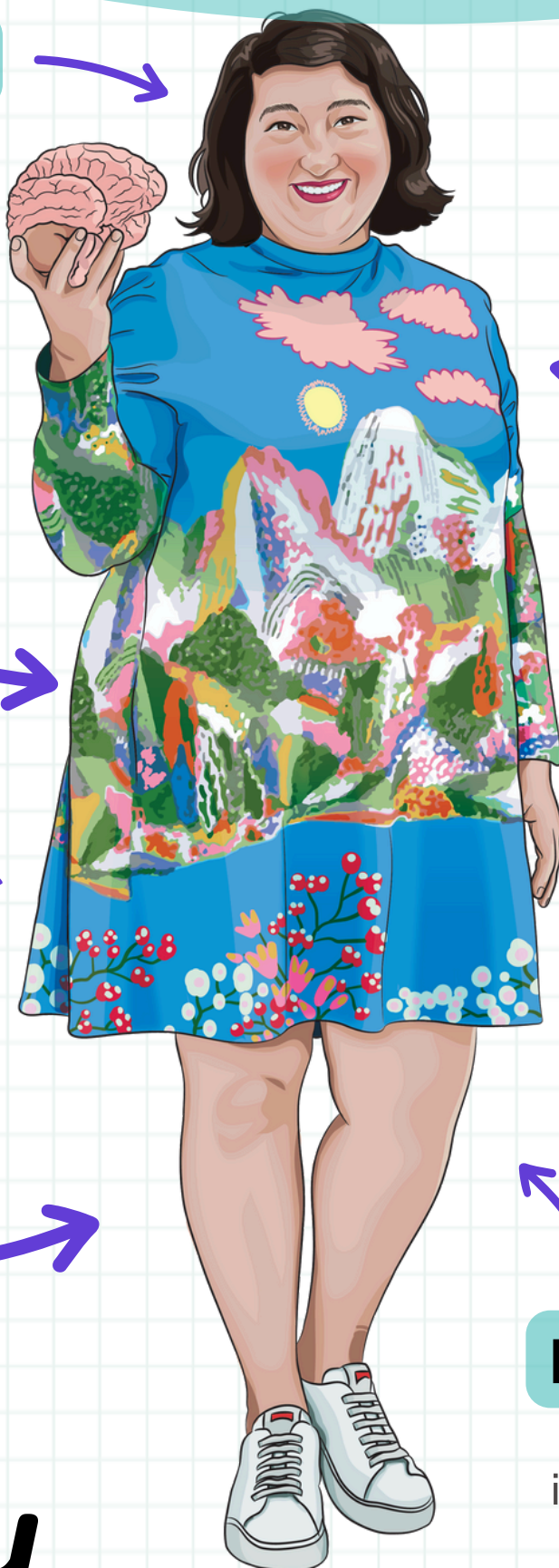
Bachelor of Maths
and Computer
Science, but
switched to
Psychology at Uni

WANTS TO

help others
become scientists

RESEARCH

looks at how life
impacts the brain



Capability Convos

Australian Curriculum V9.0 links for
Years 3 to 7

English

- Language
- Literacy

General Capabilities:

- Critical and Creative Thinking
- Personal and Social Capability
- Ethical Understanding
- Literacy

Learning outcomes:

All students will be able to:

- identify some likes, dislikes, strengths, abilities and/or interests when showing a personal preference
- acknowledge that people have different needs, emotions and abilities

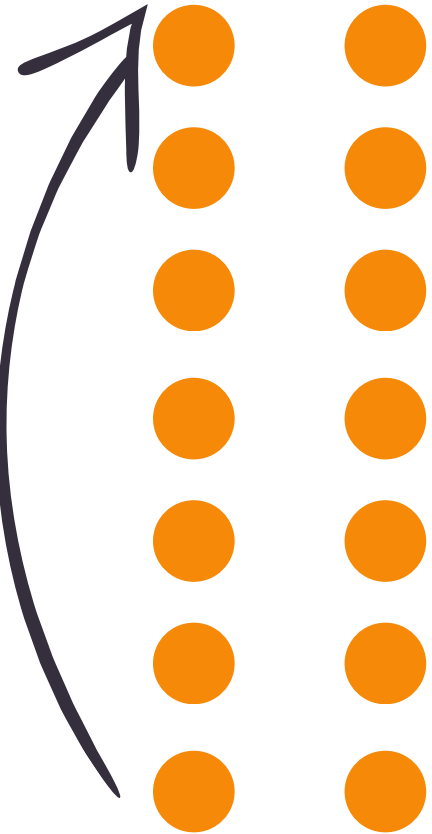
In addition, some students will be able to:

- describe the ways they are connected and can contribute to their community groups

Format

- Interactive game with 10 questions
- Easy to play
- Read about Sharna's job and journey with the class
- Print the questions
- Play the game
- Modify or include new questions based on students' needs

Scan this QR code to find
out more about me.



Instructions for students

Line the class up in two lines facing each other to form pairs. Ask the first question. Once each pair has discussed it, get one line to move one person to their right. The person at the end runs around to the other end of the line. Then you ask the next question and repeat the process until all the questions have been asked.

Sharna Neuroscientist

Question 1

What do you think is interesting about Sharna's career?

Question 2

What skills does Sharna have that you also have, and does she have any skills you don't have that you would like to have?

Question 3

Why do you think it's important to find a career that suits your skills and personality?

Question 4

How are your interests and hobbies similar or different to Sharna's career?

Question 5

How do you think Sharna's career contributes to society?

Question 6

What sort of problems do you think Sharna might have doing this job in a rural or remote location?

Question 7

How important are mathematics and technology in Sharna's job? Can you think of some examples?

Question 8

What tools or technology do you think Sharna needs to do her job?

Question 9

How do you think AI might change Sharna's job in the future? Can you think of some examples?

Question 10

What do you think would be the biggest challenge pursuing a career as a neuroscientist?

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 Sharna
- Read about Sharna 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 Sharna do and what does she use to do it?
2. What two themes is Sharna interested in learning more about?
3. What was Sharna's goal growing up?
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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Answers:

1. She's a neuroscientist who used brain imaging technologies.
2. What activities make you resilient to the aging process and how becoming a parent changes the brain.
3. Go to university.
4. Took a six month break.
5. Europe, USA and Asia, and Antarctica
6. Being confident when doing something new, and artistic things.
7. Persevering and writing.
8. Live longer, healthier lives.



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 two themes is Sharna interested in learning more about?

1.

2.

Name two things Sharna is good at.

1.

2.

What was Sharna's goal growing up?

Where has Sharna's research taken her?

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

What does Sharna's work help people to do?

Neuroscientist

Sharna is a neuroscientist. She is interested in finding out more about how life experiences, like careers, playing puzzles, and becoming parents impacts our brains. Find out more at:

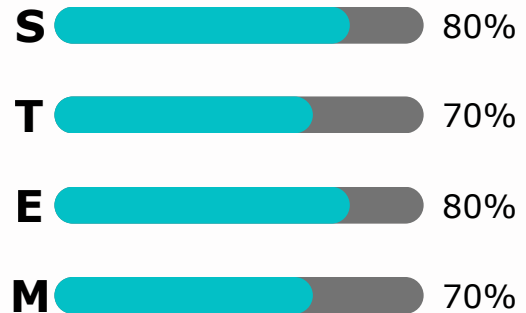
futureyouaustralia.com.au/pathfinders/sharna



It is so cool that I can peer into people's brains and see it working in action."

STEM Meter

How much Science, Technology, Engineering and Mathematics (STEM) does this job use?



Source: jobsandskills.gov.au

Job stats and facts

Location: The majority of neuroscientists live in Victoria and New South Wales.

Employment pathways: A bachelor degree in science is required, but there are many pathways you can take to get an undergraduate degree. Discover them at myfuture.edu.au

3 STEM skills required for this job

Research

Computer Science

Chemistry

Subjects to develop these skills

Science, HASS

Digital Technologies

Science

3 other jobs that value this skill

Business Analyst,
Psychologist, Economist

Data Engineer, Marketing,
Quantitative Analyst

Chemist, Pharmacist,
Veterinarian

Other careers related to this line of work



Health

Psychologist
Social worker
Psychiatrist
Palliative Care Nurse
Neurosurgeon



Agriculture

Mixed Livestock Farmer
Botanist
Precision Agriculture Specialist
Pest Management
Beekeeper



Animals

Veterinarian
Wildlife Conversation Officer
Zookeeper
Marine Biologist
Park Ranger



AI

Computational Neuroscientist
Neural Network Engineer
Brain-Computer Interface Engineer
Cognitive Robotics Researcher
AI Safety Researcher



Technology

Robotics Engineer
Neuroimaging Engineer
Visualisation Programmer
Neuroprosthetics Developer

The world is changing rapidly, and this means the career possibilities available to our kids are wide-ranging and exciting (and probably don't exist yet!).

From traditional vocations to emerging fields, there are countless pathways to be explored.

Parents and teachers can create environments that encourage kids to discover and investigate possible careers that match their skills and interests.

We've included some links to other valuable resources that can help guide career conversations and explorations. Find out more at:

www.futureyouaustralia.com.au/resources/#other

Neuroscientist

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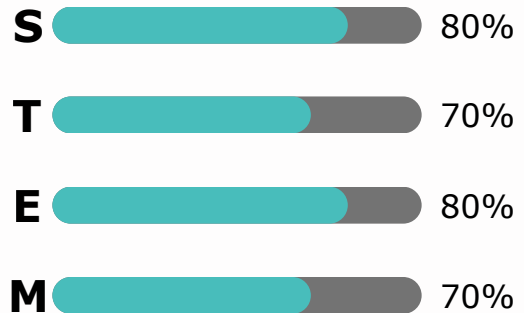
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STEM Meter

How much Science, Technology, Engineering and Mathematics (STEM) does this job use?



Source: jobsandskills.gov.au

5 reasons why you should do this job

- 1** Find out more about the human brain
- 2** Help scientists solve mysteries
- 3** Help people live longer, happier lives
- 4** Work in a team with interesting people
- 5** Travel the world to share your research

3 STEM skills required for this job

Research

Computer Science

Chemistry

Subjects to develop these skills

Science, HASS

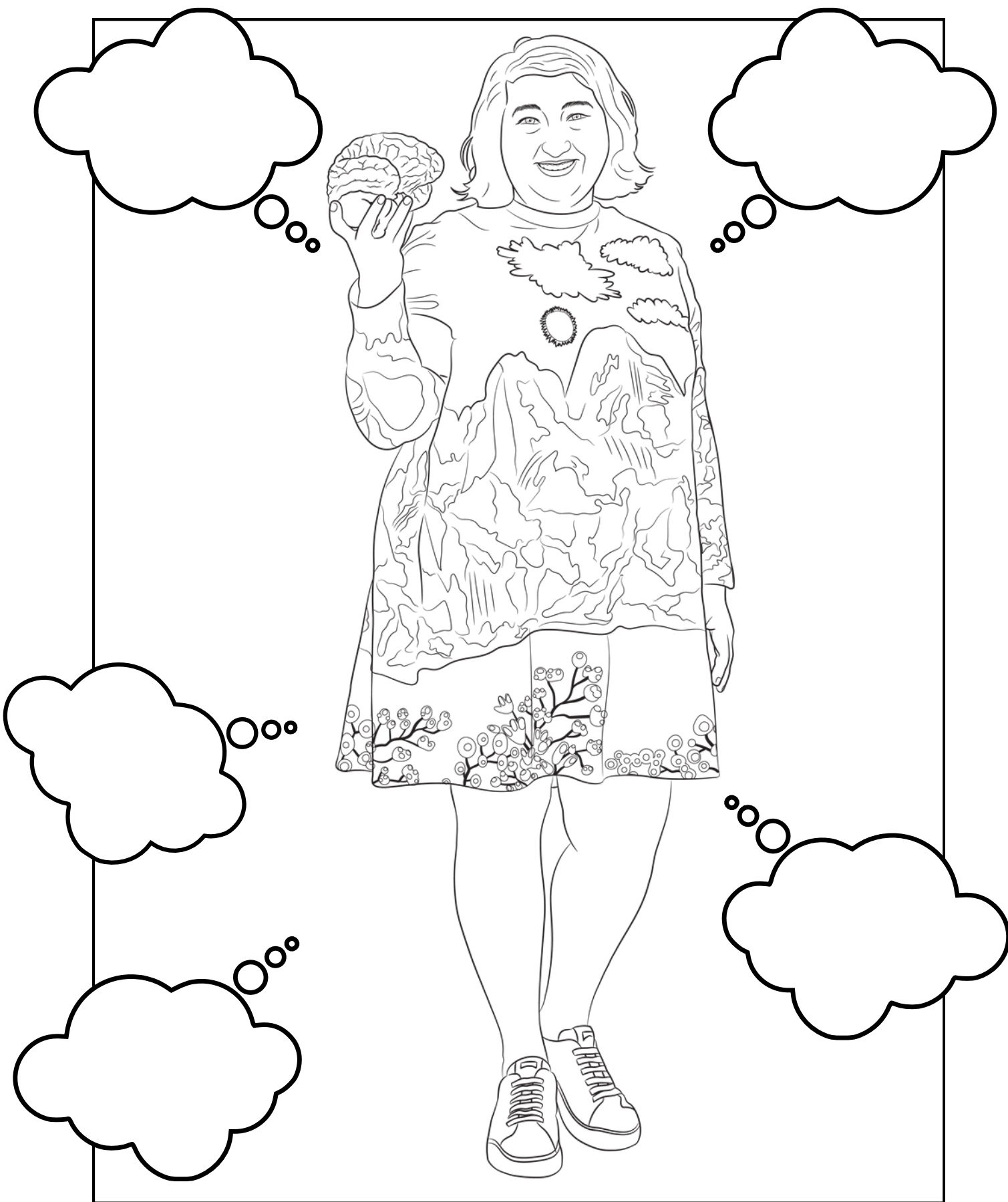
Digital Technologies

Science

A day in the life of a neuroscientist

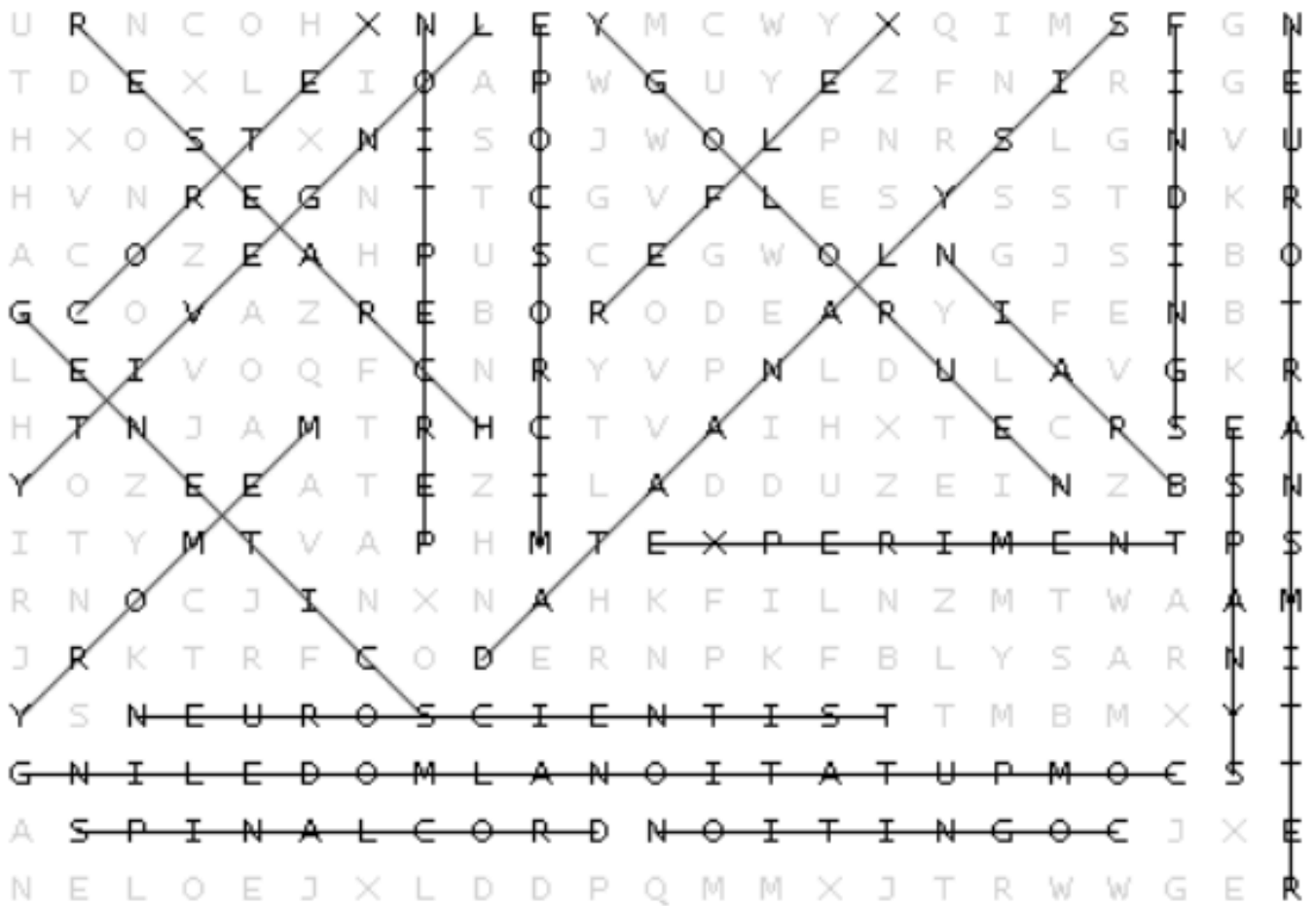
- 8.30am** I arrive at work slightly earlier than usual because today is a big day: we're about to start data collection on a new project! Months of work developing the experiment, getting approval from the ethics committee, training staff, and running pilot tests is finished! Our participant is due to arrive at 9am, so I arrive early to make sure everything is running smoothly. Our nuclear medicine technologist (NMT) confirms she has our medication for the PET scan ready, our radiographer confirms that the MRI scanner is all in order, and my research assistant confirms everything is ready for when the participant arrives.
- 9.00am** Our participant arrives. My job today is really just to make sure everything is running smoothly – my team are the real stars today. We bring the participant around to the scanner – today they will be having a combined PET and MRI scan. It is really important that they have not eaten since last night, and that they don't have any implants or other things that would make it dangerous to enter the scanner room. The radiographer goes through a detailed checklist to ensure they are safe to scan. Then the NMT checks the participant's blood sugar levels to ensure they are safe to receive the medicine. Lastly, the research assistant reminds the participant what they will do in the scanner, and make sure they're feeling comfortable about doing the scan. Yes, they are – we're ready to put them in the scanner!
- The radiographer helps the participant lie down on the scanner bed, and between them, the NMT & radiographer make sure they're nice and comfy. The NMT puts a needle in the vein of the participant's arm – this is how we will deliver the medicine that allows us to see the brain light up on the PET scan when it is active. The participant is moved into the scanner, then the experiment starts! Today, we are just interested in the participant's brain while they are at rest, and so they lie quietly, thinking of nothing in particular. Every 10 minutes, the NMT will go into the scanner room to take a tiny amount of blood to make sure the PET medicine is being delivered properly. Out in the console room, I can see that everything looks normal on the MRI, and that the experiment seems to be running smoothly, so I pop out to my office and leave the experts to do their job.
- 10.00am** Coffee time. I'm impressed I've held off so long! While in the kitchen, I run into the operations team who are responsible for making sure all the scanners and equipment are running smoothly. They mention there is a new project coming on board, and ask if I'd chat to the researchers about their project – sure! They also update me on the progress of some videos we filmed with famous football players about maintaining their brain health. They're looking great, I just need to confirm that all the scientific facts in the videos are accurate.
- 10.30am** After checking my emails (there are so many), I have the first of my 1:1 meetings with my PhD students. I have 9 students at the moment, and they're studying topics as diverse as the effects of pregnancy on the brain, how brain energy declines in ageing, and the effects of circadian rhythms on the brain. Today I only have 4 student meetings, and we chat about how their projects are going and if they need anything from me to help them complete their studies. Working with all these clever people is the best part of the day.
- 12.30pm** Lunch. I'm almost always starving by this point, and today I picked up sushi on my way in. I quickly gobble it down at my desk while responding to emails.
- 1.00pm** I start reading and making edits to a student's paper. Now that I supervise so many students a lot of the time the students are doing the analysis and writing the first draft. This draft is good! I print out the figures and draw all over the graphs to make sure I've understood everything properly. The brain images look amazing, but the student forgot to label which side is left and right. Whoops!
- 2.00pm** Time to review a paper. I'm an editor at 2 journals and so I read a lot of papers to see if they will be a good fit for our journal. This one looks pretty interesting – machine learning of MRIs to detect Alzheimer's disease.
- 3.00pm** Operations meeting. My facility supports a really large range of scientists across any field that uses imaging technology. I update everyone on progress on a few new projects. I hear that the new clinical trial pilot test went well and that the triceratops scan on the CT machine was a big success. Next week that team will be scanning lumps of wood – maybe not quite as exciting as a dinosaur.
- 4.00pm** Zoom meeting with collaborators about a conference we're organising. Discussion revolves around international speakers and where we should host it. I tune out a bit and sneakily look at my emails.
- 5.00pm** Home time. I should run out the door, but I pop by the scanner and chat with the NMT and radiographer. Everything went well today, and the data is uploaded ready to analyse. We're all excited about scanning lots of people for the new study and what the results will be!

Meet Sharna. She's a neuroscientist who wants to know more about how to make our brains more resilient to aging. Fill in the bubbles with 5 STEM (Science, Technology, Engineering and Mathematics) skills she uses in her job. Which of these skills do you think is most important? Which do you think would be the hardest to develop? When you've thought of the skills, colour in the rest of the image.



Pathfinder Workwords

Answers



Let's reflect

Were any of these words new to you? Look them up and find out what they mean.

Which of these skills do you think you are best at, or would like to get better at?

1. _____

2. _____

3. _____

Can you think of anything else Sharna might need to do her job?

The educational qualifications and levels outlined in these pathways are intended as general guidelines. To obtain accurate and up-to-date information, explore resources specific to your state or territory, available through websites like myfuture.edu.au, YourCareer.gov.au and australianapprenticeships.gov.au.

There is also a range of financial support available for students doing apprenticeships or going to university, visit www.servicesaustralia.gov.au/education to see what's available.



- Bachelor of Maths and Computer Science, Bachelor of Psychology: <https://www.courseseeker.edu.au/>



- Bachelor of Environmental Science, Masters of Psychology: <https://www.courseseeker.edu.au/>



- Diploma of Counselling: <https://training.gov.au/Training/Details/CHC51015>
- Bachelor of Psychology, Masters of Psychology: <https://www.courseseeker.edu.au>



Remember, there are countless pathways to the same career. Each child's unique skills, interests, and strengths will guide them on their personal journey to success.

Neuroscientist career pathways

Find out more at www.futureyouaustralia.com.au/resources/#other/

FUTUREyou