

Phoebe is

a Protector

DOESN'T LIKE

maths or chemistry

LOVES

biology, animals, nature

CAREER

Wildlife conservation officer
at Taronga Zoo

STUDIED

Bachelor of Science
(Zoology) at university

EXPERT ON

sharks and stingrays

STOPS

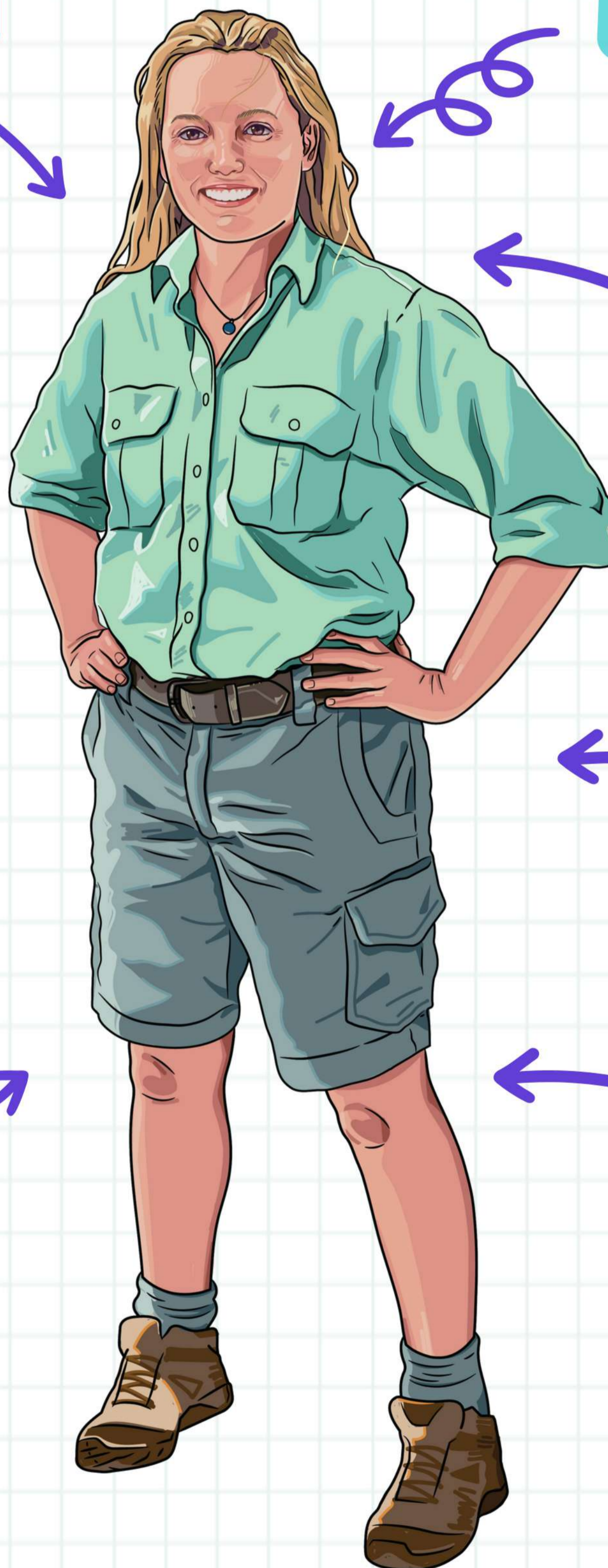
wildlife criminals

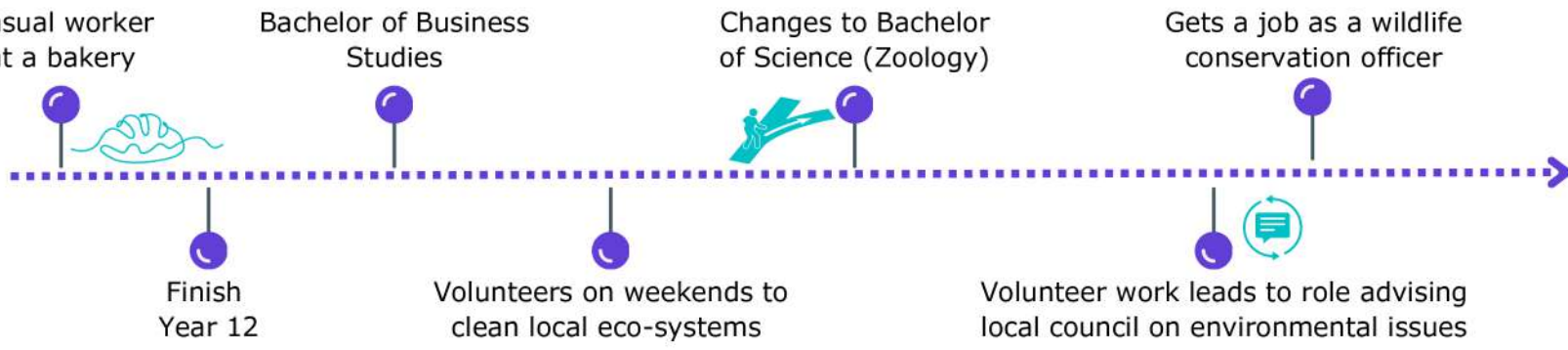
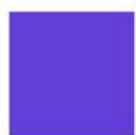
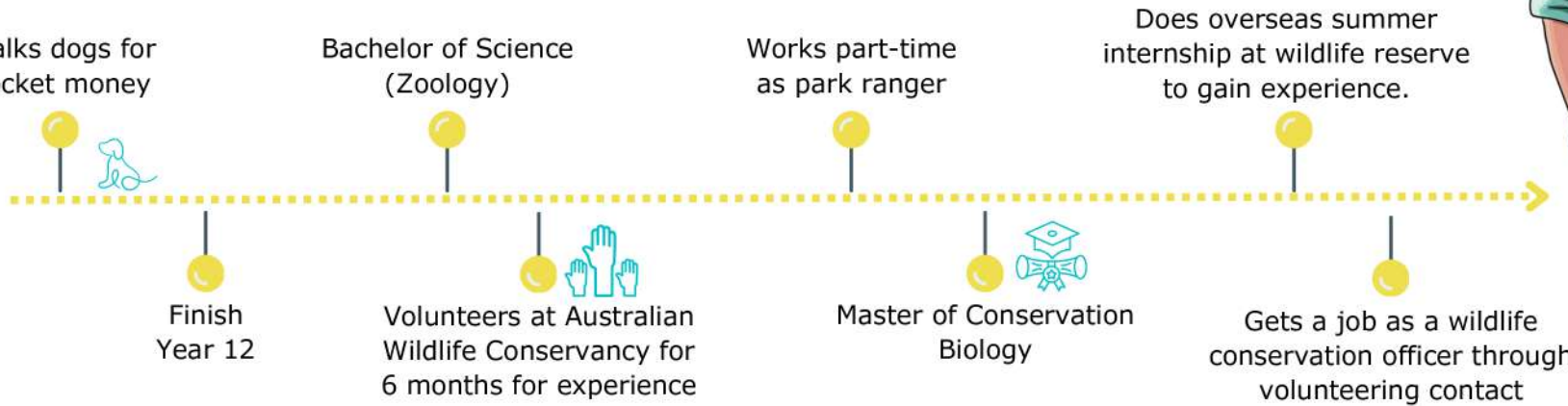
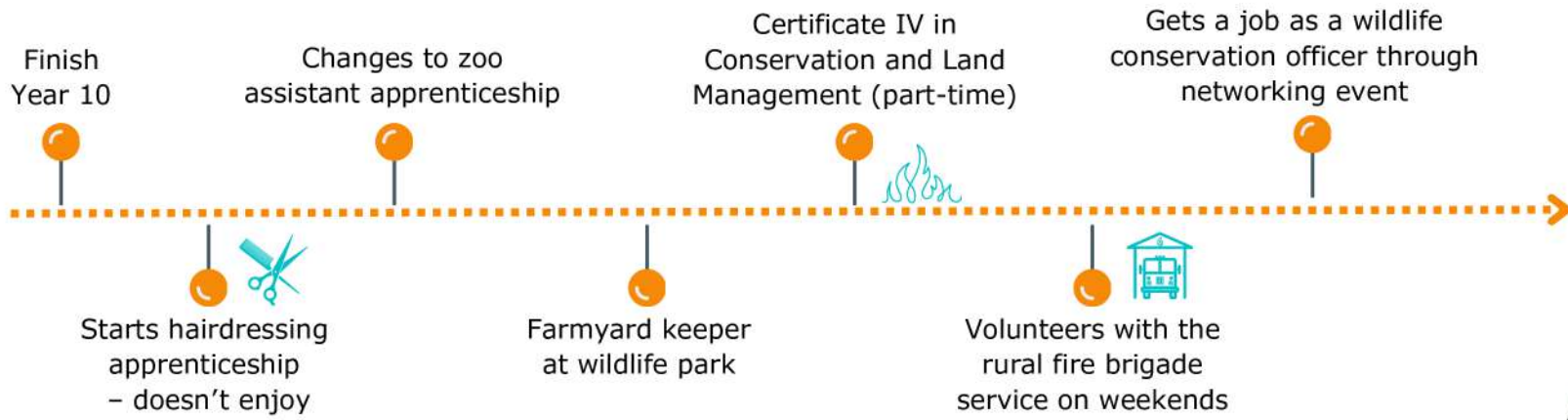
CAN

catch sharks and stingrays
with her bare hands

SAVES

wildlife from poachers and
diseases





Wildlife conservation officer career pathways

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



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.



- Hairdressing apprenticeship: <https://www.yourcareer.gov.au/occupations/3911/hairdresser>
- Zoo assistant apprenticeship: <https://www.aapathways.com.au/jtd/zookeeper-assistant/a8ed5af6-4f98-4df3-a92c-6e5488efe8ba>
- Conservation and land management courses: <https://training.gov.au/training/details/ahc40916>



- Bachelor of Science (Zoology): <https://www.courseseecker.edu.au/>
- Masters of Conservation: <https://www.mastersportal.com/study-options/271745150/biodiversity-conservation-australia.html>



- Bachelor of Business Studies: <https://www.courseseecker.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.

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

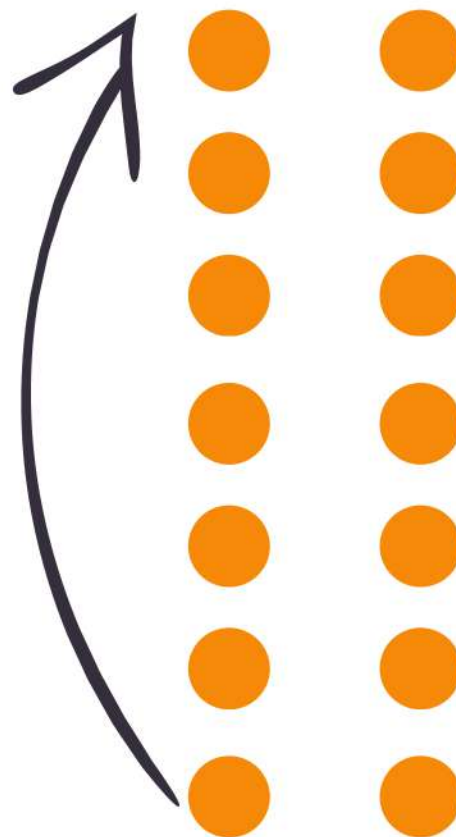
In addition, some students will be able to:

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

Format

- Interactive game with 10 questions
- Easy to play
- Watch Phoebe's film with the class
- Print the questions
- Play the game
- Modify or include new questions based on students' needs

Scan this QR code to watch my film.



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.

Phoebe

Wildlife Conservation Officer

Question 1

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

Question 2

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

Question 3

How might technology change this career in the future?

Question 4

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

Question 5

How are your current interests and hobbies similar to Phoebe's career?

Question 6

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

Question 7

How could this career be done in a rural or remote setting?

Question 8

What kind of tools or technologies do you think Phoebe uses in her work?

Question 9

When would teamwork be important in Phoebe's line of work? Can you think of an example of when you use teamwork?

Question 10

What other types of wildlife in their natural habitat do you think are protected or managed?

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 Phoebe'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 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.

Scan this QR code to watch my film.



Answers:

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



Comprehension questions

Name **FOUR** things Phoebe can do.

- 1.
- 2.
- 3.
- 4.

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?

Name **TWO** things Phoebe can't do.

- 1.
- 2.

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

What did Phoebe study at university?

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

What species did Phoebe help reintroduce into the wild?

What **TWO** school subjects was Phoebe **NOT** good at?

- 1.
- 2.

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

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

Wildlife Conservation Officer

Phoebe is a wildlife conservation officer. She protects animals and natural environments, stops wildlife criminals, and knows a lot about sharks and stingrays. Find out more at:

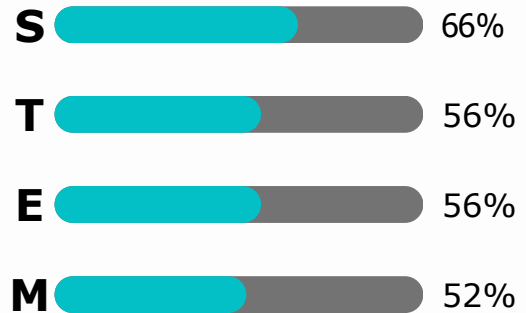
futureyouaustralia.com.au/pathfinders/phoebe



'I wasn't very good at the other sciences, like chemistry or even mathematics.'

STEM Meter

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



Source: jobsandskills.gov.au

Job stats and facts

Location: 52% of wildlife conservation officers live outside capital cities.

Employment pathways: A bachelor degree in a relevant field or a vocational education and training (VET) qualification.

3 STEM skills required for this job	Subjects to develop these skills	3 other jobs that value this skill
Research	Science, HASS	Business Analyst, Psychologist, Economist
Data management	Science, Mathematics	Data Engineer, Marketing, Quantitative Analyst
Problem-solving	Design and Technologies, Digital Technology	Social Worker, Air Traffic Controller, Chemist

Other careers related to this line of work

Health

Dental Technician
Surgeon
Medical Radiation Therapist
Occupational Therapist
Psychologist

Agriculture

Mixed Livestock Farmer
Vineyard Worker
Agricultural Technical Officer
Agriculture Farmer
Beekeeper

Animals

Veterinarian
Dog Handler or Trainer
Zookeeper
Marine Biologist
Animal Attendant

Horticulture

Florist
Gardener
Nurseryperson
Landscape Architect
Groundskeeper

Conservation

Environmental Adviser
Environmental Consultant
Ecologist
Environmental Health Officer
Environmental Scientist

Safety

Firefighter
Paramedic
Park Ranger
Animal Management Officer

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

Wildlife Conservation Officer

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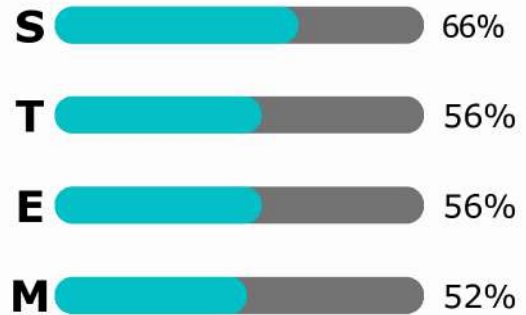
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'I wasn't very good at the other sciences, like chemistry or even mathematics.'

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** Protect endangered species
- 2** Preserve our oceans
- 3** Discover new sources of medicine
- 4** Save the bees to secure food production
- 5** Protect the ecological balance

3 STEM skills required for this job

Research

Data management

Problem-solving

Subjects to develop these skills

Science, Humanities and Social Science

Science, Mathematics

Design and Technologies, Digital Technology

An example of a day in the life of a wildlife conservation officer

This is what a typical day could look like if you became a wildlife conservation officer.

- 4.00am** I am up VERY early today because I have field work scheduled. I am monitoring some sharks I have been tracking, and sharks are always very active at dawn. I drive down to the beach and send my drone up to capture footage of their movements. I love watching animals in their natural habitat – there is something very soothing about it.
- 7.30am** I am starving. I head back home to shower and have breakfast after spending far longer than I expected watching the sharks. Worth it, though.
- 8.30am** With my field work out of the way, I head into the office to start my desk-based work. I stop by my colleagues' desks before heading to my own to show them some of the shark footage. We are all a bit obsessed with wildlife here. It's great!
- 9.00am** Socialising out of the way, it's time to work. My work with the sharks is part of a larger recovery planning project. Numbers of this species of shark have been dropping considerably, so we are working on a plan to rebuild the numbers to restore balance to the ecosystem. To support this, I am drafting a recovery planning document that involves various stakeholders (stakeholders are people or businesses or organisations that have an interest or concern in what we are doing). Today I am going to be adding the data about the shark numbers, so I am doing some serious spreadsheet analysing and creating lots of informative graphs and infographics to ensure people can clearly see the issue we are trying to solve.
- 10.30am** My brain is mush. So many numbers running through my head! I need a break. I grab my drone and upload the footage to the shared drive so I can analyse the behaviour later and write a report on it. This report will be included in the recovery planning document as evidence of the impact of the decrease in the shark species numbers.
- 11.00am** It's my manager's birthday, so we all stop for a break (and a chat) to enjoy fruit platters and cupcakes. I head downstairs to grab a coffee as well, because I was up at 4am and I am tired!
- 11.30am** Back to my desk to check on the footage. It has uploaded! Yay. No tech issues for me today, so I start the process of taking detailed notes about the behaviour of the sharks. This takes AGES, but I love it because I get to watch animals in their natural habitat for the second time today.
- 1.30pm** I lost track of time. I am hungry. I grab my colleague and we head outside to enjoy some sunshine and some food. Today I am having a lentil dahl. It's delicious. I also saved my cupcake from earlier and have a nice post-lunch treat. Yum.
- 2.30pm** I have a webinar to attend about the role forensics can play in addressing conservation challenges. This is of particular interest to me as I am very curious about what we can learn through forensic science to improve conservation efforts. I have my notepad at the ready.
- 4.30pm** WOW! So much information. So much valuable learning. But I am well and truly spent for the day now and need to head home. It was a very early start and I meant to finish early, but I really wanted to attend that webinar so I could ask some questions at the end.
- 5.00pm** I get home, slip on my slippers, and sit down with the family to ask them about their day. We are all feeling a bit drained, so my partner suggests we get pizza for dinner. I do not object.
- 7.00pm** Dinner was great. The kids are doing their homework. I am going to make a cup of tea and sit down in my favourite chair and do some reading – fiction – because I think I've done enough learning for today.
- 8.30pm** I am going to bed. I was up early and am exhausted. I say goodnight to the fam and head off to probably dream about sharks.

Pathfinder Workwords

Wildlife Conservation Officer

Z D Y V Z T D E V S M R N E E O O G G D H W M
Q R U G N N A V C P A L I X S B B N Q E Y L I
H U S T Y E T A T E F G P B S I I R E E C H C
S I K Q I M A L A C W I E E O M N W F I X I R
K H G E O E W U Q I S I R L M L F W J D A K O
A O T F O G P A O M U V O A F O R E N S I C S
G N V A J D J T W E I G R G N I T C E L L O C
N N A F M U L I W N Y G L A B O R A T O R Y O
H L I L H J D O G S O N E G O T I A T I O N P
A L B T Y C G N I R O T I N O M G A J L Y O E
G Q G A R S R A P Y N B X M E X N R J H X A B
F R H E L O I A N N N O I T A G I T S E V N I
S C C T I L P N E W O H G S R E T U P M O C V
G T L B F L Q E G S H Q O W F Y I W B G G N T
T B X W N S F X R O E A O C T D R W F U E Y O
S C L J U M X N H A D R E E H Q W H O D Q E N

Find 20 words Phoebe needs to do her job.

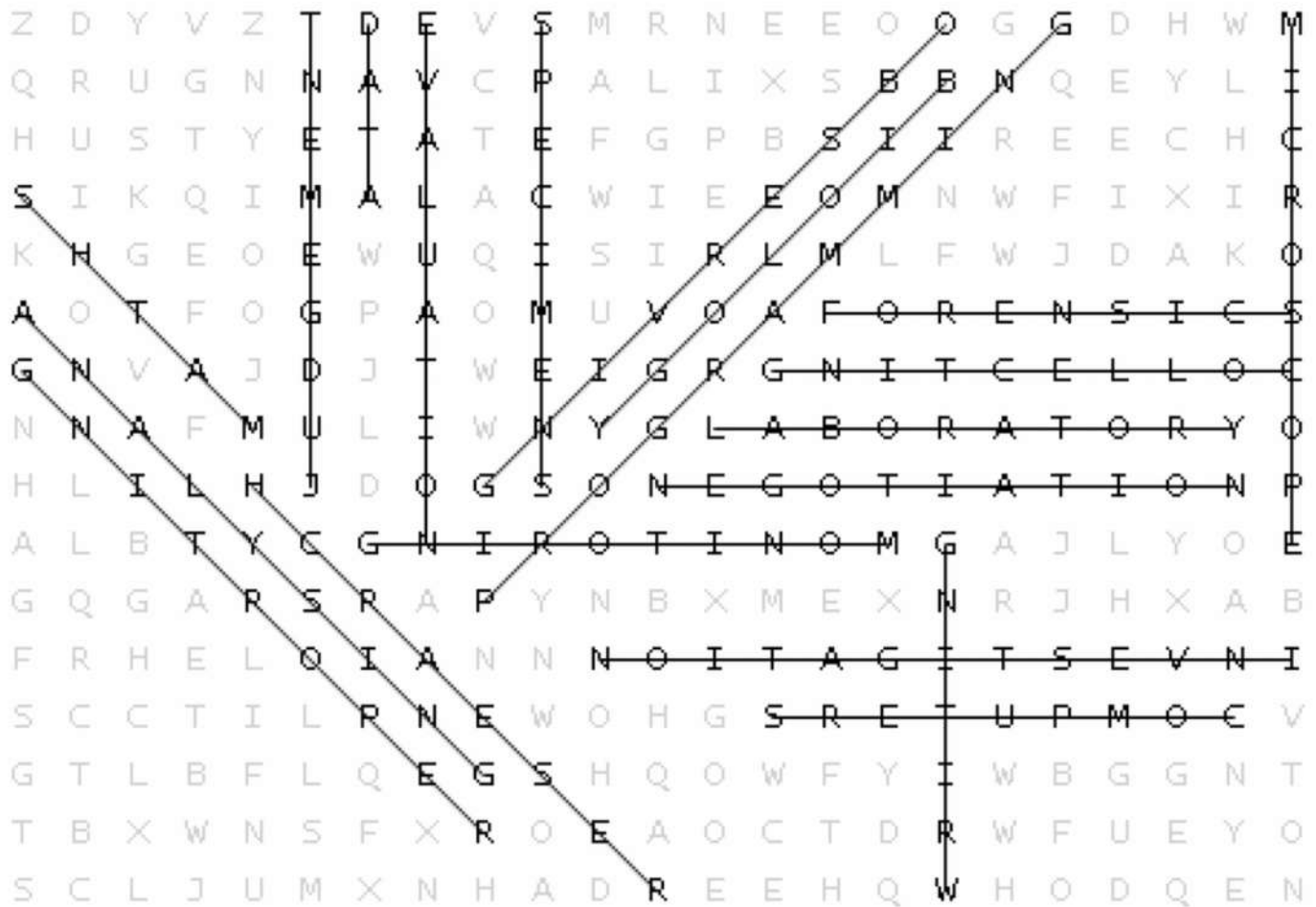
- | | |
|----------------|-------------------|
| 1. SPECIMENS | 11. REPORTING |
| 2. OBSERVING | 12. WRITING |
| 3. MONITORING | 13. FORENSICS |
| 4. RESEARCH | 14. EVALUATION |
| 5. JUDGEMENT | 15. BIOLOGY |
| 6. PROGRAMMING | 16. COMPUTERS |
| 7. NEGOTIATION | 17. MATHS |
| 8. ANALYSING | 18. LABORATORY |
| 9. DATA | 19. MICROSCOPE |
| 10. COLLECTING | 20. INVESTIGATION |

Scan this QR code to find out more about Phoebe.



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 Phoebe might need to do her job?

Meet Phoebe. She's a wildlife conservation officer. Think of five STEM (Science, Technology, Engineering, Mathematics) skills she uses in her job.

