PYP LESSON EXPANSION IDEAS: GUIDING QUESTIONS, LEAD-INS, AND ACTIVITIES

PYP Lesson: “Are These Cool Jobs for Real?”

Introduction

The suggested activities and questions in this guide link directly to the IB Mapping Companion which maps every lesson to the PYP framework. The Companion organizes lessons according to Achieve3000 Literacy Article Summary, Transdisciplinary Theme, Lines of Inquiry, Learner Profile Attributes, and Key Concepts. By using these categories, teachers can clearly see how comprehension skills extend into inquiry, and how each lesson can work flexibly in the PYP classroom.

Achieve3000 Literacy Article Summary

Did you know that you can get paid to make video games or taste ice cream?

Transdisciplinary Theme

Who We Are – An inquiry into identity as individuals and as part of a collective through the following new PYP descriptors:

- Physical, emotional, social, and spiritual health and well-being
- Relationships and belonging
- Learning and growing

Discussion and reflection are used in this lesson to help learners begin to recognize and articulate how people's work choices reflect who they are, what they care about, and how they contribute to the world.

Central Idea

We can better understand skills, the importance of work, and its role in shaping our identities and interests by learning about creative and unusual jobs.

Step 1: Tuning in

The Lines of Inquiry focus learners' thinking as they progress from considering their personal interests and skills, to those of their community and the world around them.

Line of Inquiry	Question	Lead-in & Activity
The wide range of jobs people can have, including lesser-known careers.	• What kinds of jobs exist beyond the ones we see every day?	**Lead-in:** Show images of unusual job tools (e.g., beekeeper hat, tasting spoon, VR headset). Ask: "Which job might use these?" **Activity:** Learners research and present a hidden career that classmates may not know about.
The personal qualities and skills required for unique and creative jobs	• What skills and qualities help people succeed in unusual or creative jobs?	**Lead-in:** Share a heading from a made-up job ad for an unusual role (e.g., Wanted: Ice Cream Taster). Ask: "What qualities would the employer be looking for?" **Activity:** Learners design a creative job ad for an unusual role, listing the essential skills and qualities needed.
How people's jobs reflect their identity, interests, and values.	• In what ways can the type of work someone does show who they are or what they care about?	**Lead-in:** Journal prompt: "If your favorite hobby were a job, what would it be?" **Activity:** Interview a family/community member and create a profile showing how their job connects to their values and interests.
How work can make a contribution to society in different ways.	• How does different work help a community function and grow?	**Lead-in:** Share a community emergency (e.g., flood, power cut). Ask: "Which jobs would help solve this problem?" **Activity:** Learners create a concept map to show how different jobs support society.
Ways learning about diverse careers expands our understanding of what's possible.	• How does learning about different jobs change our ideas about the future?	**Lead-in:** Share futuristic or surprising careers (e.g. space tourism guide). Ask: "Which of these could be real in your lifetime?" **Activity:** Students design a Future Careers Museum with exhibits of possible jobs. The exhibit can be made or drawn.

Step 2: Finding out

⏩When reading, learners initially work to locate the main idea and key details from the text. This strategy helps comprehension, but it can also be a jumping-off point for inquiry. In this lesson, learners examine unusual jobs and consider them through the lens of the PYP Key Concepts of Form, Function, and Connection.

Key Concept	Guiding Question	Lead-In & Activity
Form	• What are some unusual or imaginative jobs?	Lead-in: Show students pictures or short descriptions of unusual jobs (e.g., snake milker, ice cream taster, video game tester). Ask: "What makes these jobs different from the ones we already know?" Activity: Play a guess-the-job game and then discuss what makes each one unusual compared to familiar jobs.
Function	• What do these jobs require in the way of skills and personality?	Lead-in: Ask: "If you wanted to do this job, what kind of person would you need to be?" Activity: In pairs, learners create a job profile card for one unusual job, listing key skills, qualities, and personality traits. They share with the class and compare profiles.
Connection	• How do we relate to our jobs and interests?	Lead-in: Ask learners: "What do you enjoy doing most? What are you good at?" Activity: They complete a short self-survey of their skills and interests, then connect one of their answers to an unusual job and explain the link.

Step 3: Sorting out

⏩ Exploring unusual jobs allows learners to demonstrate the IB Learner Profile Attributes. The table below suggests inquiry approaches that go beyond knowledge to involve mindsets, skills, and reflective connections.

Learner Profile Attribute	Guiding Question	Lead-In & Activity
Inquirers	• How can we ask and research questions about unusual jobs?	Lead-in: Look at the article headline: Are These Cool Jobs for Real? Ask: "How can we check if these jobs are real or made up?" Activity: Learners design 3–4 interview questions they would ask someone in an unusual job (e.g., "What training do you need?" "What's the hardest part of your job?"). They work together to share and refine questions as a group.
Thinkers	• What kinds of risks and problem-solving do some jobs require?	Lead-in: Show a short clip/image of a stunt performer or snake milker. Ask: "What problems could they face?" Activity: In pairs, learners create a decision tree showing possible risks and how workers might solve them.

Learner Profile Attribute	Guiding Question	Lead-in & Activity
Principled	• Why does responsibility and safety matter in certain jobs?	Lead-in: Scenario prompt: "What if a stunt coordinator ignored safety rules—what could happen?" Activity: Learners role-play short job scenarios where workers must act responsibly. They have a class discussion on why principles matter at work.
Caring	• How do some jobs help to protect and care for others?	Lead-in: Ask: "How do jobs like medicine-making, firefighting, or wildlife protection show care for others?" Activity: Learners create a short story or comic strip showing how a worker in one unusual job protects or helps others.
Open-minded	• How can exploring unusual jobs help us appreciate different talents and contributions?	Lead-in: Share an unexpected job (e.g., odor sniffer). Ask: "Is this important? Why?" Activity: Learners research at least two other unexpected jobs and feed back to the class.
Reflective	• How do our own interests and strengths connect with possible careers?	Lead-in: Journal prompt: "Which job surprised you most and why?" Activity: Students create a personal Venn diagram: 'My Skills' vs. 'Jobs We Learned About.' They highlight overlaps as possible future paths.

Step 4: Going further

1. Family Interview

Learners interview a family member about their job based on these points:

- Why is their job important?
- What skills or qualities do they need to do it?
- What do they like best about it.

They report what they discovered to the class.

2. Job Poster

Learners select one of the unusual jobs from the lesson (or make up their own). They create a simple poster that illustrates:

- The name of the job
- What the job does (Function)
- Why it exists (Causation)
- One responsibility of a person who has this job (Responsibility)

Step 5: Drawing Conclusions

⏩ Learners synthesize what they have learned about work, skills, and identity. They discuss how their ideas have changed and how new knowledge connects to the Central Idea: We can better understand skills, the importance of work, and its role in shaping our identities and interests by learning about creative and unusual jobs.

Guiding Prompts

- What have you discovered about different kinds of jobs?
- How has your thinking about work or skills changed?
- How do your own strengths and interests connect to possible careers?

Class Discussion

- Ask learners to highlight new understandings or patterns they now see about jobs, identity, and contribution to society.

Step 6: Taking Action

- Personal: Learners write a career journal entry on how their interests reflect who they are.
- Class: Students work together to create a guidebook on unusual careers. Each learner contributes a page featuring a different job. The class compiles their pages into a shared booklet or digital guide.
- Community: Learners interview local workers or family members about their skills and display findings on a school board.

Step 7: Reflection

⏩ Ask learners to write a brief reflection (1/2 page). Use these prompts:

- Which job did you find most interesting and why?
- Would you like to try that job one day?
- What did you learn about jobs that was new to you?

PYP Lesson: “Foxes, Fires, Cats–Oh My!”

Introduction

⏩The suggested activities and questions in this guide link directly to the IB Mapping Companion which maps every lesson to the PYP framework. The Companion organizes lessons according to Achieve3000 Literacy Article Summary, Transdisciplinary Theme, Lines of Inquiry, Learner Profile Attributes, and Key Concepts. By using these categories, teachers can clearly see how comprehension skills extend into inquiry, and how each lesson can work flexibly in the PYP classroom.

Achieve3000 Literacy Article Summary

Many of Australia's land mammals are going extinct. A new study attempted to learn why.

Transdisciplinary Theme

Sharing the Planet- An inquiry into the interdependence of human and natural worlds through the following new PYP descriptors:

- Rights, responsibilities, and dignity of all
- Pathways to just, peaceful, and reimagined futures
- Nature, complexity, coexistence, and wisdom

Learners use inquiry to make sense of what it means to live in balance, fairness, and with respect for all living things. By investigating, reflecting, and taking action, students become the kind of caring, principled global citizens who realize that what they do makes a difference to the world we all share.

Central Idea

Human actions can affect the balance of nature. Learning how ecosystems work helps us take responsibility for protecting living things and the environments they depend on.

Step 1: Tuning in

⏩The Lines of Inquiry guide learners to explore how introduced species and human actions affect native wildlife, ecosystems, and the balance of nature.

Line of Inquiry	Question	Lead-in & Activity
The impact of introduced species on ecosystems and native wildlife	• What happens when new species are introduced to an environment?	Lead-in: Show the class images of Australia's native mammals (bilby, bandicoot, numbats, etc.) followed by photos of foxes and cats. Ask: "Which of these animals belong in Australia's ecosystems?" Activity: Learners sort images of native and non-native species and discuss what may happen when new species are introduced.

Line of Inquiry	Question	Lead-in & Activity
How human activity contributes to extinction and biodiversity loss	• How do human actions affect animal survival?	**Lead-in:** Ask: "Why might people bring animals or plants to new places?" **Activity:** Learners draw a cause-and-effect chart of ways human actions (hunting, travel, fire management) can harm or help wildlife.
How ecosystems depend on balance and responsible stewardship	• Why is balance important in nature?	**Lead-in:** Work with the class to demonstrate a simple web of string (each child represents a plant or animal). Remove one strand. Ask, “What happens when one part of the system is missing?” **Activity:** The class discusses ways in which people can behave responsibly to help restore balance.

Step 2: Finding Out

⏩When reading, learners initially work to locate the main idea and key details from the text. This strategy helps comprehension, but it can also be a jumping-off point for inquiry. In this lesson, learners explore the causes of extinction and the connections between species, ecosystems, and human actions through the lens of the PYP Key Concepts of Causation, Connection, and Change.

Key Concept	Guiding Question	Lead-in & Activity
Causation	• What causes the extinction of native species?	**Lead-in:** Ask: “What might happen when a new predator moves into an area?” **Activity:** Learners create a short comic strip showing how one change (such as introducing foxes) can affect the food chain.
Connection	• What connections exist between species, ecosystems, and human activity?	**Lead-in:** Show a photo of a healthy ecosystem and one damaged by human activity. Ask: “What differences do you see?” **Activity:** Create a Venn diagram comparing ‘Healthy’ and ‘Unbalanced’ ecosystems, listing examples from the text.
Change	• How have different species affected Australia’s ecosystems and biodiversity over time?	**Lead-in:** Show a simple timeline of Australia from 1788 to today. Explain when new animals like foxes and cats were introduced. Ask: “What changes do you notice over time?” **Activity:** Students draw two pictures: Australia before and after these animals arrived to show change.

Step 3: Sorting Out

⏩The impacts of invasive species and environmental change can be used to bring out the IB Learner Profile Attributes. This framing of the lesson allows for inquiry to lead to empathy, understanding, and responsible decision making about the natural world.

Learner Profile Attribute	Guiding Question	Lead-in & Activity
Caring	• How can learning more about animals at risk of extinction help us care more about the planet?	Lead-in: Ask: "How would you feel if animals in your community started to disappear?" Activity: Learners write down one action they'll take to help protect animals or habitats.
Knowledgeable	• How can learning about ecosystems help us take care of the environment?	Lead-in: Ask: "What living things depend on each other where you live?" Activity: Learners make a class mural showing how humans, animals, and plants are connected.
Reflective	• How can we learn from the past to help make better decisions about the environment now?	Lead-in: Ask: "Why do you think settlers took animals to Australia?" Activity: Learners discuss and record their ideas on sticky notes for a class reflection wall.
Principled	• Why is it important to make ethical choices about wildlife and the environment?	Lead-in: Ask: "If you could stop a forest fire by using chemicals that might harm small animals, would you do it?" Activity: Students state their rationale and discuss fairness and responsible decision-making.
Inquirers	• How can we investigate ways to protect endangered species?	Lead-in: Ask: "What questions do you have about endangered animals?" Activity: Learners search one local endangered species and present one action people could take to help.

Step 4: Going further

1. Research an Endangered Animal

Learners choose an Australian animal that is endangered. They create a presentation about:

- What it eats and where it lives
- Why it's endangered
- One way people can help protect it

2. Fire and the Environment Mini-Poster

Learners research how Aboriginal fire management helped protect ecosystems. They design a mini-poster explaining why controlled fires are important and how they are different from wildfires.

Step 5: Drawing Conclusions

⏩ Learners consolidate their understanding of the effects introduced species and human activity have on ecosystems. This relates to the Central Idea: Human actions can affect the balance of nature. Learning how ecosystems work helps us take responsibility for protecting living things and the environments they depend on.

Guiding Prompts

- What new concepts do I have about the way species depend on each other?
- How have my views changed about human responsibility for nature?
- What can we learn from Australia's experience that can guide how we care for our own environments?

Class Discussion

- Ask learners to share their thoughts on cause-and-effect relationships between animals, people, and ecosystems.

Step 6: Taking Action

- Personal: Learners write one way they can help animals or ecosystems in their community, such as reducing waste or learning more about native species.
- Class: Learners work together to create a classroom display that shows examples of positive human actions that restore ecosystems.
- Community: Learners research a local conservation group. They find out what the group does and list one way their school could support its work.

Step 7: Reflection

⏩ Ask learners to write a brief reflection (1/2 page). Use these prompts:

- What did you learn about the ways that humans can affect nature?
- What can you do to take more care of the environment?
- Which Learner Profile Attribute did you demonstrate the most?