

DeadlyLearners

DeadlyLearners sessions give young Indigenous students a chance to learn key ideas, meet STEM professionals, ask questions and share knowledge.

Designed on the idea of putting STEM professionals in front of young Indigenous students in order to increase the awareness of opportunities for them in STEM. This is the idea that you cannot be what you cannot see. These sessions cover a range of topics interesting and engaging to students and harness a sense of discovery and knowledge sharing. DeadlyLearners is focussed on two-way learning, designed to engage students.

DeadlyLearners outline

Time	Item
5 min	Introductions
5 min	Facilitator says hi
15 min	STEM professional introduces themselves and their work
10 min	Questions from students
10 min	STEM professionals & Facilitators share knowledge and stories about expertise with students.
10 min	Students share knowledge and stories with DeadlyScience and STEM professional
5 min	Wrap up and goodbyes

During the 1 hour DeadlyLearners session, we may cover a range of topics. The structure is designed to be flexible and often takes a direction that is different to expectations. During the session, Our STEM professional is encouraged to include stories, demonstrations, experiments, hands-on activities, photos, etc. This is fine and wonderful. We encourage interaction between students and STEM professionals in an organic & engaging way.

If we can have you, the STEM professional, finish the session learning just as much as the students did, then we will be happy! This outline is there for you to rely on if necessary, but we are also happy for it to be left behind for a more organic yarn.

If you would like to have the session focus on a particular topic, please let us know, and we can arrange it with you prior to the session.

If you are interested in a DeadlyLearners yarn session, please get in contact with DeadlyScience at admin@deadlyscience.org.au and we can arrange times and STEM professionals to talk with you and your students.

Have a look at our [DeadlyScience Club website](#) to see what others are saying about DeadlyLearners

Important info.

Please fill out this [Working with Children Check form](#) for our records. If you do not have one you will need to apply for a WWCC in your state. You can find out how to get those checks in your state here: <https://www.australiannationalcharactercheck.com.au/working-with-children-checks.html>

Please fill out this [feedback form](#) after DeadlyLearners. It will help us make the sessions better for you.

Link to the Australian Curriculum

Year	Description	Syllabus link
K-2	<ul style="list-style-type: none"> - Science involves observing, asking questions about, and describing changes in, objects and events. - Pose and respond to questions about familiar objects and events. 	ACSHE013 ACSHE021 ACSHE034 ACSIS014
1-2	<ul style="list-style-type: none"> - People use science in their daily lives, including when caring for their environment and living things. - Pose and respond to questions, and make predictions about familiar objects and events. 	ACSHE022 ACSHE035 ACSIS024 ACSIS037
3-4	<ul style="list-style-type: none"> - Science knowledge helps people to understand the effect of their actions. - With guidance, identify questions in familiar contexts that can be investigated scientifically and make predictions based on prior knowledge. 	ACSHE051 ACSHE062 ACSIS053 ACSIS064
5-6	<ul style="list-style-type: none"> - Scientific knowledge is used to solve problems and inform personal and community decisions. - With guidance, pose clarifying questions and make predictions about scientific investigations. 	ACSHE083 ACSHE100 ACSIS231 ACSIS232
7-8	<ul style="list-style-type: none"> - Science knowledge can develop through collaboration across the disciplines of science and the contributions of people from a range of cultures. - People use science understanding and skills in their occupations and these have influenced the development of practices in areas of human activity. 	ACSHE223 ACSHE226 ACSHE121 ACSHE136
9-10	<p>People use scientific knowledge to evaluate whether they accept claims, explanations or predictions, and advances in science can affect people's lives, including generating new career opportunities.</p>	ACSHE160 ACSHE194