

Working with Foxcards



The deck contains 36 cards with pictures of illustrated foxes working in different work places. The purpose is that the deck of cards will broaden the pupil's view of jobs and working life and also to create a deeper understanding of the relationship between ones interests and strengths and how these can be helpful in the future.

Here you will find a couple of examples on how you can use Foxcards in your work, with suggestions on both individual exercises and group exercises.

Inspire and create discussion

Foxcards want to inspire and give examples of the wide range of jobs on the market today, ask questions and create a discussion about jobs, the future and working life.

One card can represent many different jobs, for example can the card with the fox working in the medical field be a doctor, nurse, assistant or working in home care. There are no rights or wrongs and don't be surprised if the pupils have a greater imagination than you when it comes to what the fox do in the cards.

Gender conscious

The deck shows the fox in different working environments. We have chosen to show the occupations with an animal in order to make it gender neutral, we also believe that the fox will catch the pupils attention.

Use the cards to:

- Get the pupils to understand what jobs are and to understand the job market better.
- Make the pupil aware of their own interests, skills, strengths and values.
- Make the pupils aware of what affect them when it comes to thoughts about jobs and their future.
- Make the pupils aware of how the subjects in school can be useful for different professions and their future occupations.
- Make the pupils aware of jobs in their neighbourhood
- Get the pupils to understand how they can affect their own future.
- Spark discussion and create new ideas.

Questions to ask

The deck can be used individually or in a group and you can use it by asking questions to the pupils about what they see in the pictures. You can pick a card, ask the pupil to pick a card or pick up a random card.

Ask questions such as:

- What is the fox doing?
- What job or profession could it be?
- Is the fox a he or a she? Why?
Couldn't it be the other way around?
- What do the fox do in a day?
- In what workplaces do you work?
Are there other jobs there? Which?

- Which hours do you work? Evenings/nights/weekends?
- What colleagues with other professions could you have?
- Does one need any equipment? Safety equipment?
- Does one work with a computer? A lot or little?
- Does one work outside or inside? Both?
- Is it a "heavy" job? Heavy lifting etc.?
- Is it a stressful job?
- What level of education do you need for the job?
High-level or low-level?
- Do you work individually or in a group?
- Could you work in a foreign country?
- Do you need knowledge in English or in a different language than Swedish?
- Do you need knowledge in mathematics?
- Do you need knowledge in sports?
- Do you need knowledge in Swedish?
- Do you need knowledge in social studies?
- Do you need knowledge in the natural sciences?
- Which skills does the fox use?
- Which interests and strengths could be useful for this job?
What do you need to be good at?
- Do you have any of these interests or strengths?
- What jobs have the best future prospects?

Individual exercises

What's accurate for you? Ask the pupil to:

- Choose cards that fits in with their interests.
Then ask the them to explain and motivate their choices.
- Choose cards that fits their strengths.
(What the pupil is good at or can learn)
Ask the them to explain and motivate their choices.
- Choose cards that fits their qualities.
(What fits the pupils personality)
Ask the them to explain and motivate their choices.
- Choose cards that fits their values.
(What they finds important)
Ask the them to explain and motivate their choices.

Two decks

Let the pupil sort the cards in two decks, one deck with the cards the pupil finds interesting and one that isn't. Take the interesting deck and ask the pupil to explain card by card why they found that specific profession interesting.

My future working life

Ask the pupil to pick out 1-3 cards and then give a description of how they think their future work life will look like if they had that job. Which interests made them pick out the job? What are they good at, what strengths made them fit for that job? Where do they work? How does a day on the job look like? What time do you begin and when are you done for the day etc.? This exercise can be performed by talking or writing.

Translated by Denis Selimović and Elsa Stenberg

Group exercises

Job names

Ask one of the pupils to pick a card. The pupil who picked the card or the entire group will then give a description of the profession on the card will then name the profession.

Guess the job

In smaller groups, have one of the pupils pick up a card without showing it to the others and then have him/her explain the profession on the card to the others who will try to guess the profession.

Brainstorming

Pick one or more cards and let the pupils individually or in groups name all the different professions/jobs that the card could be representing.

Matching

In a smaller group, have one of the pupils pick a card with a profession they think will fit one of the other pupils in the group. The pupil who chose the card will then give an explanation of why he/she thinks it fits the other pupil.

This week's job

Assign one or more job cards every week and call them "jobs of the week". Let the pupils write down what they about the jobs. What work do you do? Where do you work? Who do you work with? What do you need to be good at and be interested in? Feel free to bring up gender in the conversation.

Bingo

Give each group seven Foxcards and put them on a table with the working foxes up. You will then say a profession and the pupils will see if they have any Foxcards that match it. Let the pupils motivate their answers and if they are correct they can turn that card upside down. When a group has all of their Foxcards upside down and approved they have "Bingo"!

Interview

Give each pupil a Fox card and tell them to fantasize that they have that job. Split the pupils in pairs and tell one of them to play the role as a journalist and the other "to be their fox card". The journalist will then interview the person playing his Fox card. When they are done they switch roles. You can also let the Fox card be a secret for the journalist, and he/she would have to try and guess it when questioning. You could even do this role play in a larger group and let the whole class guess.

Subjects in school

Pick a card and hold it up. Ask the pupils to give suggestions on which skills would be good for that job. Then ask the question if a subject in school would be good to pay extra attention if one was interested in that job. Explain the reasoning.

Start a company

Let the pupils come up with an idea of a company that they could start together in a smaller or larger group. If you want to you can decide beforehand on the type of company they will create or perhaps create a music festival. Distribute all the fox-cards and let the pupils one by one explain how their job can be a part of the company. The explanation of how the job will be a part of the company will be central to this exercise. You can decide on how many cards will be used from the beginning and you can also choose if the pupils will keep their cards after their explanation, or make it available for the other pupils to pick the same card.

Time machine

Pick a random card and ask the pupils to pretend they're going in a Time Machine for example 100 years back in time (clarify by saying the time age when your grandmothers mother lived). Did this job exist back then? How did it look for those who worked with that then? Were there only boys or girls who were working with that? How is it different from today regarding gender, technology etc.? After this you'll sit back in the time machine and go 100 year forward in time. How does it look now? Does the job still exist or is it automated? What technology do they have (Artificial intelligence etc.)?

