



Explore Uni Career Conversations Year 6

Looking forward to seeing you and your Year 6 students at our Explore Uni day. In preparation, we've created career conversations that we recommend for students in Year 6 who are attending an Explore Uni day.

The aim of these pre-visit and post-visit activities is to have initial career conversations with students to explore the concept of work, its relevance to individuals and communities and to understand the place universities and other educational institutions have in relation to the world of work.

A career conversation can be 15-30 minutes (e.g. on the bus en route to your Explore Uni day), or, you can do a full lesson (approx 50 minutes) to explore the topic in more depth.

LEARNING OUTCOMES

Explore Uni days focus on demystifying tertiary study. Your Year 6 students, through hands-on activities, interactions with tertiary students, presentations and immersion in the campus environment, will:

- become more aware of the existence, and purpose of, university and TAFE Institute
- become aware of the presence of QUT and TAFE in the Moreton Bay area and tertiary institutions in Queensland
- acquire a basic understanding of the wide range of fields of study and related careers available in the tertiary sector
- begin to acquire a belief that tertiary study is interesting, useful, and accessible to them in the future.

PRE-VISIT

Career Conversation (15-30 minutes)

Discuss these questions with the class.

- What is meant by the term 'work'?
- What is meant by the term 'careers'?
- Why do people work?
- What are the alternatives to work?
- How does work and a career help the community?
- What is paid and unpaid work?
- How do people train for work or a career?
- Where do people train for work or a career?
- What do you know about university?
- How does university relate to work?

Lesson Plan – The world of work (50 minutes)

- **What kind of jobs do people do?**
Ask students to name jobs that they know of and list them on the board.
- **Why do people work?**
Ask students to consider this question - use the Worksheet on page 3, Activity 1.
- **What would happen if no one worked?**
Ask the class to discuss the consequences if no one worked.
- **What is involved in work? Steps on the toast journey**
This activity asks students to think about the many industries, people and resources needed to create a piece of toast. Use the 'What is the world of work like? Steps on the toast journey' worksheet (Worksheet – Activity 2).
- Steps on the toast journey - can the class think of any other resources or jobs involved?

Explain to the students that the Explore Uni visit aims to introduce them to what a university is. Universities are one of the many places that train people for work.

Today students will:

- Visit a university campus and teaching spaces/classrooms.
- Interact with students who are studying for a future job/career.
- Participate in hands-on activities in different subject areas that lead to different jobs/careers.

POST-VISIT

Career Conversation (15-30 minutes)

At the Explore Uni visit students were asked to work out the differences between school and university (Page 12 of Explore Uni notepad):

- What were the main differences?
- What do students think about the differences?

Students participated in hands-on activities in some of the following occupational areas:

- building and planning
- business
- creative design and performance
- education
- engineering
- health and community
- information technology
- languages
- law and justice
- science and maths

Discussion questions:

- What activities did the students participate in?
- What did they learn about in this activity?
- What kind of careers or jobs might this activity lead to?
- From today what careers might students be interested in?
- How would the students find out more about the activities that interest them?

Lesson Plan - The world of work (50 minutes)

During the Explore Uni visit, students were asked to consider down their 'dream job'.

- What is their dream job? Why?
- What subjects do they need to study at school?
- What skills or training are needed for their dream job?
- How would they find out more about this activity?

Students can use information from library or on-line resources to undertake one of the two options for class projects below:

1. The interview

Get students to interview someone about the work they do. Using the information gleaned from that interview, students can expand their research to a class project (presentation or poster display) and answer the following questions about their interview subject:

- What job do they do?
- What interests and qualities are needed in this job?
- What education pathways and specific qualifications are required?
- Why do the interview subjects work?
- Why is it important to them?
- What would happen if their job didn't get done?

2. The dream job

Building on the information discussed and written down about their dream job students should further research their dream job and answer the following questions:

- What is their dream job? Why?
- What interests and qualities are needed in this job?
- What qualifications are required to do it?
- What opportunities are available in this job?

Homework

Ask students to interview three to five people they know and ask them why they work. They could ask:

- What's the purpose of work for you?
- Why is work important in your life?
- What would happen if your job didn't get done?

Resources

- MyFuture <https://myfuture.edu.au/career-insight/details?id=myths-and-tips-for-young-workers#/>



QUESTIONS?

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WORKSHEET – THE VALUE OF WORK

ACTIVITY 1 - WHY DO PEOPLE WORK?

Why do you work? What about your friends and family?

Think about why you work. Think about the reasons why you work. Write down everything you can think of, as each reason occurs to you. When you can't think of any more, look at the list you've made and put the reasons in order from the most important to the least important.

ACTIVITY 2 - WHAT IS THE WORLD OF WORK LIKE?

The world of work is made up of connections between social and business enterprises. Each of these enterprises relies to some extent on others to provide the materials, services or information that keep it functioning.

Look at the production of a loaf of bread, for example. By the time it gets to the breakfast table, it's been on quite a journey.

Steps on the toast journey

Many businesses, people and resources are needed to create your piece of toast and put it on your breakfast plate. Here are some of them. In each step consider if there are jobs or activities missing.

Step 1: Farm

A farmer plants wheat seed, and grows and harvests wheat. Resources include:

- farm workers (e.g. farmer, labourer)
- Government: standards and wheat prices
- farm machinery manufacturer.

Step 2: Transport

A truck driver transports the grain to the storage silos, and from there to the miller. Resources include:

- transport workers (e.g. truck drivers, mechanics)
- fuel and parts for trucks
- truck manufacturer.

Step 3: Mill

The miller grinds the wheat into flour. Resources include:

- mill workers (e.g. miller, mill manager)
- power to mill the wheat
- mill machinery manufacturer.

Step 4: Transport

The flour is trucked to the bakery. Resources include:

- transport workers (e.g. truck drivers, mechanics)
- fuel and parts for trucks
- truck manufacturer.

Step 5: Bakery

The baker mixes the flour with water, yeast and other ingredients and bakes it into bread. Resources include:

- bakery workers (e.g. baker, assistant, apprentice)
- Government: health regulations
- power to mix dough, run bread oven
- yeast, water, other grains.

Step 6: Packaging and transport

The bread is sliced and packed in plastic bags before it is trucked to the shop or supermarket. Resources include:

- packers
- transport workers (e.g. truck drivers, mechanics)
- fuel and parts for trucks
- plastic bag and blade manufacturers

Step 7: Shop

In the shop, staff stack the bread on the shelves. A customer buys a loaf of bread and takes it home. Resources include:

- retail staff (e.g. shelf stacker, cashier, cleaner)
- building construction – supermarket.

Step 8: Cooking/preparing

The consumer toasts the bread in a grill or a toaster, uses a knife to spread butter and jam etc on the slice, and serves it on a plate. Resources include:

- dairy farmers, fruit growers
- cutlery manufacturers
- crockery manufacturers.

Step 9: Recycling and garbage collection

Any leftover scraps and crusts are composted, leftover packaging collected by council garbage trucks for recycling or disposal at the rubbish dump. Resources include:

- compost equipment manufacturer
- recycling workers and recycling facility
- garbage collectors
- fuel and parts for garbage trucks
- garbage truck and garbage bin manufacturers

ADDITIONAL ACTIVITY OR HOMEWORK

If there is time try this activity for another object, technology or service - either in small groups or as a class. For example:

- what goes into making your favourite toy or game or smartphone?
- what goes into constructing a building?
- how are renewable technologies like solar panels or wind turbines developed and manufactured?
- what is involved in a service-related industry like healthcare or education?

