



Explore Uni Career Conversations Year 8

Looking forward to seeing you and your Year 8 students at our Explore Uni day. In preparation, we've created career conversations that we recommend for students in Year 8 who are attending an Explore Uni day.

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 8 students will focus on the connection between jobs, learning and their own goals. Through interactions with tertiary students, presentations and immersion in the campus environment, your students will develop:

- an understanding of the connections between different types of qualifications and jobs;
- an understanding of the connection between their current choices and their future options;
- a positive attitude towards themselves as learners and towards the accessibility of tertiary study; and
- a better idea of where to get information and resources to develop their post-school goals and career plans.

LEARNING OBJECTIVES – THE VALUE OF WORK

The benefits people derive from paid and unpaid work are strongly linked to their values. Values may include achieving an honest reputation, material wealth, or being community-minded. Understanding the value and rewards of work can help guide choices about future goals in relation to work. Knowing their values around work can help students:

- work out overall ambitions
- set meaningful goals
- choose jobs that are satisfying

The learning objectives for these activities are to identify core values/goals that students may have and how career choices can influence fulfilment of these values.

PRE-VISIT

Career Conversation (15-30 minutes)

Discuss these values with the class. Ask them to rank the values 1 – 12 (1 being the most valued goal):
balancing family, work and social aspects of my life

- helping others, either individually or in groups
- learning from others
- developing ideas, programs and products
- determining my own work schedule and priorities
- working in a team to achieve outcomes
- managing others and directing their work activities
- enjoying close personal relationships at work
- competing with others to achieve results
- sticking to a routine in my work day
- responding to frequent change
- studying to enhance job knowledge and career prospects

QUT Explore Uni visits aim to introduce students to what a career is. A career is something that students will aim toward at the end of their Year 12 studies. At the Explore Uni visit students will:

- discover different types of careers and consider the values people in those careers may have by hearing from current university students about what they value, why they study and what their future goals are
- understand why identifying values might be important to future career choices
- undertake some hands-on activities in different career areas that might trigger interest in particular jobs/careers

Ask students to listen out for what values have led Student Ambassadors to choose their study and career pathways e.g. helping people; inventing; working in a team etc

Lesson Plan - The world of work (50 minutes)

Discuss these values with the class. Ask them to rank the values 1 – 12 (1 being the most valued goal):

- balancing family, work and social aspects of my life
- helping others, either individually or in groups
- learning from others
- developing ideas, programs and products
- determining my own work schedule and priorities
- working in a team to achieve outcomes
- managing others and directing their work activities
- enjoying close personal relationships at work
- competing with others to achieve results
- sticking to a routine in my work day
- responding to frequent change

Can the students think of other values not listed here?

Values are important in considering what sort of work you want to do and how this aligns with your goals. Ask the class to consider what might be the reasons or goals people have in relation to work? Are there other goals students have that aren't listed here?

- drive a new car
- wear designer clothes
- take regular holidays
- have an honest reputation
- get a trade, TAFE or university qualification
- have strong personal and family relationships
- own a house
- be financially secure
- travel overseas
- have good health and well being
- be community-minded

Using the worksheet included, take the class through the reasons people work, the benefits of work, how people derive value from their work and how these help to achieve goals.

Career Conversation (15-30 minutes)

After the Explore Uni visit students are asked to identify specific careers that were discussed by Student Ambassadors.

Some examples would include careers in:

- **Business** e.g. advertising, accounting, banking, management, marketing, and international business
- **Creative Industries** e.g. writing, acting, dancing, journalism, digital designer, musician, curator
- **Education** e.g. pre-school teacher, librarian, guidance officer, childcare manager,
- **Health** e.g. Paramedic, nurse, podiatrist, social worker, psychologist, pharmacist, dietician
- **Law** e.g. lawyer, solicitor, administrator, politician, police, judge, youth worker
- **Science and Engineering** e.g. engineer, construction manager, scientist, doctor, mathematician, researcher, biologist, geologist

Ask the students to consider an occupation they would like to learn more about either from this list or something else they know about.

Some handy resources to use for this discussion are **Career Bullseye Charts** available at <https://myfuture.edu.au/bullseyes#/>

Ask students to consider:

- what do they know so far about the occupation they are interested in?
- what is appealing about this occupation?
- do students think these occupations fit with their values?

Lesson Plan - The world of work (50 minutes)

Ask the students to research occupations using the Job Outlook website (alphabetical list of occupations <https://joboutlook.gov.au/A-Z/>)

Areas of study	Industry categories
<ul style="list-style-type: none"> • Business e.g. advertising, accounting, banking, management, marketing, and international business • Creative Industries e.g. writing, acting, dancing, journalism, digital designer, musician, curator • Education e.g. pre-school teacher, librarian, guidance officer, childcare manager, • Health e.g. Paramedic, nurse, podiatrist, social worker, psychologist, pharmacist, dietician • Law e.g. lawyer, solicitor, administrator, politician, police, judge, youth worker • Science and Engineering e.g. engineer, construction manager, scientist, doctor, mathematician, researcher, biologist, geologist 	<ul style="list-style-type: none"> • Hospitality services • Administrative services • Agriculture, forestry and fishing • Arts and recreation • Construction • Education and training • Utilities e.g. electricity, gas, water and waste • Financial and insurance • Health and welfare • Information media and telecommunications • Manufacturing • Mining • Scientific and technical services • Public administration • Property management and real estate • Retail • Transport, postal and warehousing • Wholesale trade

Students can take inspiration from library or online resources. For each chosen occupation, ask the students to research and write down:

- Job title
- Duties/tasks
- Personal requirements
- Study requirements (school subjects needed)
- Related occupations
- A related course of study
- How this job relates to personal values and goals.

Presentation

Students make a short presentation to classmates about what they have researched.

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

PAID VS UNPAID WORK

We often relate the world of work to making money. Working for money allows us to buy the things we want. We also work because we are good at doing something, people need our skills or we enjoy being productive.

So what is work?

- Work can be unpaid e.g. family duties, household chores, school, voluntary, community service and leisure.
- Work can be paid – full-time, part-time, casual
- Think for a minute about the work you currently do.
- Does it fit under the paid or unpaid category?

Paid work	Unpaid work

There are a number of benefits you can get from paid and unpaid work and these benefits are strongly linked to the values you hold. Understanding the values you hold about work can provide an awareness of:

- your ambitions
- the types of jobs you are interested in
- the goals you set for yourself

Research in this area identified two main reasons as to why people work:

- People find work personally rewarding and meaningful
- People work for companionship

Discuss with your friends what you think these reasons mean.

JOB SATISFACTION

Rewarding and meaningful work leads to job satisfaction. Job satisfaction includes:

	Yes	No
Feeling happy to go to work each day		
Personal achievement		
Positive self esteem		
Belonging to a team		
Fair pay		
Safe working conditions		

- How will you working contribute to, or benefit, the community in which you live?
- What if nobody worked?

WORK AND VALUES

Read the following task and put a tick in the columns you think are correct – some work may be both paid and unpaid.

Task	Is it work? Y/N	Paid or unpaid?	Would you enjoy this?
Caring for grandparents			
Looking after your pet			
Cleaning your room			
Shopping or groceries			
Doing your homework			
Music practice			
Washing your clothes			
Going to school			
Fixing your bike			
Washing a car			
Listening to music			
Babysitting			
Shopping for clothes			
Ironing clothes			
Sports training			
Organizing a party			
Mowing the lawn			
Seeing a movie			
Playing sport			
Cooking a meal			

JOB SATISFACTION

From the Explore Uni visit consider one of the jobs that was discussed by Student Ambassadors. Or research a career you are interested in using library or on-line resources. Research and write down:

- job title
- duties/tasks
- personal requirements
- study requirements (e.g. school subjects needed or uni course)
- related occupations
- how this job relates to personal values and goals.

Presentation

Make a short presentation to classmates about what you have researched.

Resources

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

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