



## Explore Uni Career Conversations Year 10

Looking forward to seeing you and your Year 10 students at our Explore Uni day. In preparation, we've created career conversations that we recommend for students in Year 10 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

The focus for Year 10 on-campus activities is *making choices - building options*. Your Year 10 students, through interactions with tertiary students, presentations and immersion in the campus environment, will develop:

- a good understanding of the connections between different types of qualifications and jobs
- a better 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
- a better idea of where to get information and resources to develop their post-school goals and career plans.

### LEARNING OBJECTIVES – YOUR CAREER TYPE

- Identifying what personality type students think they are, based on Myers Briggs Personality Tests
- Recognising links between individual personality types and suitable careers
- Making connections between future careers and the school subjects they are doing now
- Building awareness of the wide range of jobs and careers available
- Researching different careers using online resources

## PRE-VISIT

### Career Conversation (15-30 minutes)

#### Career types

We all have different personalities, so it makes sense that we're all different career types. Ask your students to consider these different personality types:

- **Introvert (I)** – you like to think things through; need solitude or **Extrovert (E)** – you like to talk things through; need social interaction
- **Intuition (N)** – you can see the big picture and future possibilities or **Sensing (S)** – you trust the establishment and the tried and true
- **Feeling (F)** – you consider others before making decisions or **Thinking (T)** – you use the logical choice
- **Perceiving (P)** – enjoy surprises and changing plans or **Judging (J)** – love routine and make lists

Ask the students to consider which words best describe them. They can use worksheet 1 - Personality Types to help. They will end up with a four letter code: E.g. ESFP

- E or I
- N or S
- F or T
- P or J

Ask students to make a note of their personality type – they will use it later to consider what career might suit them. At the Explore Uni visit students will hear from Student Ambassadors who will talk about a range of careers. Ask students to consider the personal qualities that might be important. They should consider:

- What personal qualities are important in particular careers?
- What personal qualities do students feel they have?
- What careers might be suited to these personal qualities?

### Lesson Plan - The world of work (50 minutes)

Ask the students to look at different personality types using worksheet 1 - personality types.

Ask the students to choose one of the four personality types listed below – they must choose one type from each line:

- **Introvert (I)** – you like to think things through; need solitude or **Extrovert (E)** – you like to talk things through; need social interaction
- **Intuition (N)** – you can see the big picture and future possibilities or **Sensing (S)** – you trust the establishment and the tried and true
- **Feeling (F)** – you consider others before making decisions or **Thinking (T)** – you use the logical choice
- **Perceiving (P)** – enjoy surprises and changing plans or **Judging (J)** – love routine and make lists

Ask the students to consider which words best describe them. They can use worksheet 1 - Personality Types to help. They will end up with a four letter code: e.g. ESFP

- E or I; N or S; F or T; P or J

Careers that students might be suited to are on worksheet 1. Ask students if they can think of other careers that might be included in their personality category. They can then choose and research\* one of the jobs that is suggested to be suited to them listing:

- Job title and duties
- Requirements such as education/training required
- Related jobs
- School subjects required
- Personality type

\*Students should use the myfuture 'browse occupations' or the Job Guide 'browse occupations', or the Job Guide

#### Presentation

Ask the students make a short presentation to classmates about their chosen occupation answering the questions around job, duties, requirements, school subjects and personality type.

## POST-VISIT

These career conversations explore how career type plays an important part in choosing a career. Their career type can be identified and matched to particular types of careers. Once they identify their career types they should be able to better see the link between themselves and possible future careers.

Keep SET Plans in mind when completing these lessons (see Worksheet 2 for tips).

### Career Conversation (15-30 minutes)

Today's Explore Uni experience was a chance for students to consider how their personality type might relate to a future career.

Ask the students if they remember what their four letter code was (i.e. E or I + N or S + F or T + P or J). Refer to Worksheet 1 – Personality Types

What careers or jobs were discussed at today's Explore Uni day by Student Ambassadors that might fit the students' personality type? Were these careers in any of the following areas of study:

- Business
- Creative Industries
- Education
- Health
- Law and Justice
- Science and Engineering

Use the **Career Bullseye Charts** for this next exercise, see <https://myfuture.edu.au/bullseyes#/>

- Ask the students to write down a school subjects they like/enjoy/are good at?
- Ask the students to use the Career Bullseye posters to identify subjects and jobs or careers they are interested in from each of the levels 1, 2, 3 and 4

### HOMEWORK ACTIVITY

Choosing one occupation in the level 3 and 4 section of the Bullseye Charts ask students to write down:

- Job title and duties
- Requirements such as education/training required
- Related jobs
- School subjects required

### Lesson Plan - The world of work (50 minutes)

The Explore Uni experience was a chance for students to consider how their personality type might relate to a future career. Ask the students if they remember what their four letter code was (i.e. E or I + N or S + F or T + P or J).

What careers or jobs were discussed at today's Explore Uni day by Student Ambassadors that fit their personality type? Were these careers in any of the following areas:

- Business
- Creative Industries
- Education
- Health
- Law and Justice
- Science and Engineering

Use the **Career Bullseye Charts** for this next exercise, see <https://myfuture.edu.au/bullseyes#/>

- Ask the students to write down a school subjects they like/enjoy/are good at?
- Ask the students to use the myfuture Bullseye poster sheets to identify subjects and jobs or careers they are interested in from each of the levels 1, 2, 3 and 4

Choosing one occupation in the level 3 and 4 section of the Career Bullseye Charts ask students to write down:

- Job title
- Duties
- Requirements
- Related jobs
- Education/training
- School subjects required

### RESOURCES

- <https://myfuture.edu.au/bullseyes#/>
- [myfuture.edu.au](https://myfuture.edu.au) - students will need to register to access content
- [joboutlook.gov.au/](https://joboutlook.gov.au/)



### QUESTIONS?

#### Explore Uni Team

email | [exploreuni@qut.edu.au](mailto:exploreuni@qut.edu.au)  
phone | 07 3138 8766

#### Your Future Careers Team

facebook | [www.facebook.com/yourfuturecareer](https://www.facebook.com/yourfuturecareer)  
email | [yourfuture@qut.edu.au](mailto:yourfuture@qut.edu.au)  
phone | 07 3138 8766

# WORKSHEET 1 – PERSONALITY TYPES

<b>INTROVERTS</b> often like working alone or in small groups, prefer a more deliberate pace, and like to focus on one task at a time.	<b>SENSORS</b> are realistic people who like to focus on the facts and details, and apply common sense and past experience to come up with practical solutions to problems.	<b>THINKERS</b> tend to make decisions using logical analysis, objectively weigh pros and cons, and value honesty, consistency, and fairness.	<b>JUDGERS</b> tend to be organised and prepared, like to make and stick to plans, and are comfortable following most rules.
<b>EXTROVERTS</b> are energised by people, enjoy a variety of tasks, a quick pace, and are good at multitasking.	<b>INTUITIVES</b> prefer to focus on possibilities and the big picture, easily see patterns, value innovation, and seek creative solutions to problems.	<b>FEELERS</b> tend to be sensitive and cooperative, and decide based on their own personal values and how others will be affected by their actions.	<b>PERCEIVERS</b> prefer to keep their options open, like to be able to act spontaneously, and like flexible plans made.

E	S	T	J	I	S	T	J	E	S	F	J	I	S	F	J
Realists who are quick to make practical decisions. • Insurance sales agent • Pharmacist • Lawyer • Project manager • Judge				Hard workers who value their responsibilities and commitments. • Auditor • Accountant • Chief financial officer • Web developer • Government employee				Gregarious traditionalists motivated to help others. • Sales representative • Nurse/healthcare worker • Social worker • PR account executive • Loan officer				Modest and determined workers who enjoy helping others. • Dentist • Primary school teacher • Librarian • Franchise owner • Customer service officer			
E	S	T	P	I	S	T	P	E	S	F	P	I	S	F	P
Pragmatists who love excitement and excel in a crisis. • Detective • Banker • Investor • Entertainment agent • Sports coach				Straightforward and honest people who prefer action to conversation. • Civil engineer • Economist • Pilot • Data analyst • Emergency physician				Lively and playful people who value common sense. • Child welfare counsellor • Primary care physician • Actor • Interior designer • Environment scientist				Warm and sensitive types who like to help people in tangible ways. • Fashion designer • Physical therapist • Massage therapist • Landscape architect • Storekeeper			
E	N	T	J	I	N	T	J	E	N	F	J	I	N	F	J
Natural leaders who are logical, analytical, and good strategic planners. • Executive • Lawyer • Market research analyst • Management/ Business consultant • Venture capitalist				Creative perfectionists who prefer to do things their own way. • Investment banker • Personal financial adviser • Software developer • Economist • Executive				People-lovers who are energetic, articulate, and diplomatic. • Advertising executive • Public relations specialist • Corporate coach/Trainer • Sales manager • Employment specialist/ HR professional				Thoughtful, creative people driven by firm principles and personal integrity. • Therapist/Mental health counsellor • Social worker • HR diversity manager • Organisational development consultant • Customer relations manager			
E	N	T	P	I	N	T	P	E	N	F	P	I	N	F	P
Enterprising creative people who enjoy new challenges. • Entrepreneur • Real estate developer • Advertising director • Marketing director • Politician/Political consultant				Independent and creative problem-solvers. • Computer programmer / Software designer • Financial analyst • Architect • College professor • Economist				Curious and confident creative types who see possibilities everywhere. • Journalist • Advertising director • Consultant • Restaurateur • Event planner				Sensitive idealists motivated by their deeper personal values. • Graphic designer • Psychologist/Therapist • Writer/Editor • Physical therapist • HR development trainer			

Source: [static.businessinsider.com/image/5407ae486bb3f7b01d030c02/image.jpg](https://static.businessinsider.com/image/5407ae486bb3f7b01d030c02/image.jpg)



## WORKSHEET 2 – SENIOR EDUCATION AND TRAINING PLAN

### SET PLANS – INFO FOR TEACHERS

Year 10 students are required to have a SET Plan – Senior Education and Training Plan and it's useful to undertake the career conversations and career lesson plans in conjunction with SET Planning.

Career development learning is essential for assisting students to develop an understanding of the critical role of work in their lives. The world of work is complex and constantly changing, and is shaped by many aspects of our culture, society and personal circumstances including:

- personal interests, values and beliefs
- workplace systems and reforms
- technological advances that link economies and workplaces around the world
- global market demands for productivity and sustainability
- legal, financial and ethical considerations underpinning the rights and responsibilities of employers and employees.

Starting SET Plan conversations with your Year 10 students:

1. Refer to the SET Plan Guidelines at [https://www.qcaa.qld.edu.au/downloads/senior/yr10\\_guide\\_learning\\_options.pdf](https://www.qcaa.qld.edu.au/downloads/senior/yr10_guide_learning_options.pdf)
2. Use the pre and post Explore Uni career conversation lesson plans to get students to think about their career personality and the vast array of careers that match their personality type.
3. Have students use the [Career Bullseye Charts](#) explore particular career paths. This can include pathways between TAFE and university.
4. Ask students to consider possible prerequisites for their future course of study or career goal. What subjects might they need to take in Year 11 and 12 to satisfy the requirements (or assumed knowledge) for studying at TAFE or University.
5. A good place to start is discussing core subjects such as Maths and English, Science and Technology.

Ask students:

- What types of careers might rely on them having a good ability in Maths?
- Are they considering TAFE or university study which may require good ability in Maths?
- What types of careers might rely on them having a good ability in English?
- Are they considering TAFE or university study which may require good ability in English?
- What types of careers might rely on them having a good ability in Science (e.g. Physics, Chemistry, Biology) and Technology?
- Are they considering TAFE or university study which may require good ability in Science (e.g. Physics, Chemistry, Biology) and Technology?
- How would they find out about career requirements?
- How would they find out about study prerequisites?

### SET PLANS – INFO FOR STUDENTS

Year 10 students are required to have a SET Plan – Senior Education and Training Plan and it's useful to undertake the career conversations and career lesson plans in conjunction with SET Planning.

SET Plans can help you:

- structure your learning in Years 11 and 12 around your abilities, interests and ambitions
- think about your education, training and career options after Year 12
- set and achieve your learning goals in Years 11 and 12, and beyond
- include flexible and coordinated pathway options in your course of senior study
- communicate with your parents/carers or teachers/ careers counsellors about your post-school plans.

Once your SET Plan is completed, you and the key people involved in developing your plan should sign and date the plan to show your agreement.

It is recommended that you review your SET Plan regularly to make sure your subjects and learning are right for you, and that you can maintain a pathway to the courses and career you want after Year 12.

Consider the subjects you may take in year 11 and 12, and whether these are helpful, necessary or unnecessary for your chosen career pathway.

As Year 10 students enter Senior Schooling there are many questions to consider when planning future pathways including:

- What are my goals beyond school?
- What qualifications do I need to pursue my goals?
- What careers interest me?
- What types of courses are available in years 11 & 12?
- How can I combine work and school?

Use the resources below to explore your interests, goals, career options in order to make informed choices about your subject choices in Year 11 and 12.

- Connect with people who can assist you:
- Your parents/guardians
- Your teachers and guidance officer
- People you know employed in jobs you are interested in
- Your Future Careers Counsellors (see details at bottom of page)
- On-line resources such as myfuture

### Resources

- MyFuture <https://myfuture.edu.au/career-insight/details?id=work-experience-and-why-it-matters#/> - students will need a log in to access this content

#### QUESTIONS?

#### Explore Uni Team

email | [exploreuni@qut.edu.au](mailto:exploreuni@qut.edu.au)  
phone | 07 3138 8766

#### Your Future Careers Team

facebook | [www.facebook.com/yourfuturecareer](https://www.facebook.com/yourfuturecareer)  
email | [yourfuture@qut.edu.au](mailto:yourfuture@qut.edu.au)  
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