**Careers and Mathematics**

Mathematics is in every job - we all know that but do our students? We will explore a different job and the mathematical activities involving this job from the website “On the Job”.

Let’s look firstly at the **Logistics Analyst**. This is a job that evaluates the supply chain. Detailed information about the Logistics Analyst can be found here: [Logistics Analyst - Transport - On The Job](https://onthejob.education/transport/logistics_analyst.htm)

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**Context and relevance**: In January 2022, fresh food supplies to northern South Australia and parts of the Northern Territory have been disrupted due to roads being washed away and damaged railway lines. The supply chain was broken. The Logistics Analyst had to work out the best and most efficient way to get fresh food to the people in these areas.

**Activities for the Classroom:** <https://onthejob.education/classhome_activities/transport/logistics_analyst.htm>

**Activity 1: The Geography of Mandarins: Where do they come from?**  
 Primary Middle

The class is going to examine the labels of mandarins for 1- 4 weeks. The students will start an Excel spreadsheet to add the data. They will compare and contrast the data collected by Citrus Australia. The class will also note down the number of mandarins consumed over the month. In the end, they are to graph their knowledge about mandarins and where they come from across Australia.

**Activity 2: Logistics, Global Trade and the Suez Canal**  
Middle High (9 – 12)  
Students are to read articles from The Conversation about the Suez Canal disaster in March 2021 using the Expert Jigsaw Strategy. They are to write up any facts and figures relating to these articles, the cost of the blockage, and, the effects on global trade. Students are to imagine they are a seafarer on the *Even Given* ship as well as write about the importance and problems of the Suez Canal to Global Trade. As a class, the students are to discuss the sustainability of the canal.

**Activity 3: How do COVID-19 vaccines get from the factory to your local pharmacy?**

High (9 – 12)

Students are to plot the production of vaccines from an ABC News article and create a timeline. They are to investigate the AstraZeneca “starter” get from Oxford to Broadmeadows, Melbourne. As a   
  
group they are to read and add to their timeline. They are to estimate how long the vaccine will take from Melbourne to their town, city or suburb.

**Contact Information**

If you are investigating an aspect of mathematics or would like information about a job or a person in that job, please contact me Frances Moore – I would be happy to hear from you.   
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Next Job explored: Osteopath