Embedding career education in the Victorian Curriculum F–10

Critical and Creative Thinking, Levels 3 and 4

An existing learning activity linked to a particular learning area or capability in the Victorian Curriculum F–10 can be easily adapted to incorporate career education, enriching students’ career-related learning and skill development.

1. Identify an existing learning activity

**Curriculum area and levels:** Critical and Creative Thinking, Levels 3 and 4

**Relevant content description:** Explore reactions to a given situation or problem and consider the effect of pre-established preferences ([VCCCTQ011](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTQ011))

**Existing activity:** Reflecting on natural reactions to a variety of situations.

**Summary of adaptation, change, addition:** Exploring the implications of established preferences on career journeys.

2. Adapt the learning activity to include a career education focus

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| Existing learning activity | Adaptations, changes or extensions that can be made |
| Students explore a range of unfamiliar practices from across the world and discuss how they felt viewing them. For example, students could view a video of people eating fried bugs as a delicacy; learn different table manners around the world; or read about different holidays and festivals, such as Halloween, *Día de Muertos* or the Hungry Ghost festival. After viewing, teacher prompts students to think about *how* they felt and *why* they feel that way through strategic questioning and whole class discussion. Similarities and differences between student responses are also explored. | Introductory activity runs unchanged. |
| Teacher poses the question, ‘Is it possible to truly have an “open mind”, or are there always things that influence the way we think?’. Students are also asked to consider if there are situations where it is important to follow established preferences. | Students are asked to think about roles that require workers to set aside their established preferences and have an open mind. For example:   * a chef trying to think creatively to design a new menu for a restaurant * a movie critic reviewing a variety of films, even if they love a certain genre of film * a teacher having to teach a range of subjects, not just their favourite.   Students are asked, ‘What are the consequences of having established preferences when these workers have to proceed with doing something they may not want to do or enjoy? How might this affect their experience and perception of the experience?’. Students think about the reasons people may do things they don’t enjoy as part of their jobs. |
| Using the picture story book *Prince and Pirate* by Charlotte Gunnufson, teacher guides an exploration of how each fish has certain preferences and an identity that shapes their individual worlds in the fishbowl. Teacher uses prompt questions to achieve this. For example, ‘Why did Prince prefer a carriage rather than a ship? Why did each fish view the dogfish entering the bowl differently?’. | To extend students’ conceptual understanding of the implications of having pre-established preferences and how these shape the way we view the world, students watch a clip that explores a range of different perceptions on gourmet dishes from around the world by ‘child critics’ (See Additional Resources). Teacher asks scaffolding questions like, ‘Why did the children have contrasting perceptions of the food? What factors may have they had that influenced their decision before, during and after they tried the gourmet food?’. Students compare and contrast how they would feel about eating the food shown in the video, and discuss reasons for similarities and differences in responses.  Going further, teacher asks students to think about other examples they can think of where preferences or beliefs might influence someone’s decision making or shape their career. |
| Students are asked to reflect on the importance of identifying established preferences and the value in knowing the influence it has on how they view the world. | Students are asked to reflect on the influence established preferences might have on a career they might like to pursue. |

Considerations when adapting the learning activity

* The teacher will need to adapt this activity to meet the needs of their learning context. Doing so will allow students to explore preconceptions based on their own cultural bias, which adds rich discussion. The teacher will need to make links explicit between preconceptions and associated careers for students to understand how their own preferences will shape the way they view the world of work. Limiting discussion to a ‘theme’ such as food will build depth of discussion and understanding and keep conversation on track.

Additional resources to help when adapting the learning activity

* [Child critics eating gourmet food](https://www.youtube.com/watch?v=uWgqfYdQ0GI)
* [Kids try fine dining](https://www.youtube.com/watch?v=NgJvD4dWzfs)
* *Prince and Pirate,* Charlotte Gunnufson, Penguin Random House, 2017

Benefits for students

Know yourself – self-development:

* Students can identify their own values and understand the effect these have on their self-concept.
* By recognising how people can work around their preferences in different roles, students see the value in being adaptable.

Know your world – career exploration:

* As they see how preferences can influence careers, students begin to understand how they will participate in society by managing their needs and wishes.

Manage your future – be proactive:

* Students begin to identify preconceptions and the consequences these might have for possible careers they might like to explore. This includes how people weigh up different factors, such as personal comfort versus helping others, when pursuing a career. They can begin to consider what factors will influence their lives.