Embedding career education in the Victorian Curriculum F–10

Design and Technologies – Food specialisations, Levels 7 and 8

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, strand and levels:** Design and Technologies, Food specialisations, Levels 7 and 8

**Relevant content description:** Examine and prioritise competing factors including social, ethical, economic and sustainability considerations in the development of technologies and designed solutions to meet community needs for preferred futures ([VCDSTS043](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTS043))

**Existing activity:** Creating an annotated diagram of Australia’s food supply chain.

**Summary of adaptation, change, addition:** Expanding the annotated diagram to include detailed analysis of roles in the food supply chain.

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

|  |  |
| --- | --- |
| Existing learning activity | Adaptations, changes or extensions that can be made |
| Students each nominate a dish or meal they typically eat for dinner. Through inquiry (for example, an interview with person who purchases/prepares food, food labels, shop signage), they research three ingredients from the meal, listing the source and origin of each (place of purchase, country/state of origin, and any other relevant findings, such as manufacturer or producer). Precise detail may not be available in every case (for example, in-store labelling of loose fruit and vegetables only requires country of origin) but teacher should encourage students to investigate as fully as they can. Using available information, students create an annotated diagram of the food supply chain – a visual representation of the journey made by the three ingredients to get to their dinner plate. | In the annotated diagram of the food supply chain, students identify possible employment roles and opportunities at each step. This makes the point that the work of bringing food to the table is not just carried out by the home cook (or commercial food outlet); work along the supply chain is initiated, managed and carried out by a wide range of people.Students consider the relative complexities of each scenario represented in their annotated diagram. For example, an egg may have been laid by a backyard chook, or it may have been purchased at a local farmers market, or it may have come via farm owner, farmhand, packer, distributor, warehouse worker, transport worker(s) and supermarket employees. Students estimate the total number of people involved in getting their chosen dish to the plate. Teacher encourages students to consider these roles in relation to the world of work. For example, they think about the skills and training required, duties, wages and career pathways for each role.This adaptation aims to highlight the vital economic and social contribution made by workers in food industries and food services. |
| Teacher leads students in a discussion or inquiry to identify questions/challenges relating to this journey, for example, they consider the environmental, social and/or economic sustainability of Australia’s food supply chain.Assessment considers the research phase as well as the annotated diagram and some analysis of sustainability. | Discussion includes inquiry into the work-related element explored in the adaption. For example, who works on farms in Australia and why might this be the case? What challenges do farmers face in making a profit? What might happen to workers (and society broadly) if the supply chain is disrupted?Teacher evaluation of the annotated diagram includes consideration of the work-related element. Teacher also encourages students to consider the implications of any new information for them personally. These can be discussed and could be noted in an e-portfolio (in class or in their own time). |

Considerations when adapting the learning activity

* At this level, the concept of the food supply chain can be kept relatively simple, as can the links to sustainability (environmental, social and economic). Research of roles in the supply chain can be collaborative, or it can be guided by the teacher through class discussion or brainstorming. Teachers may have to conduct additional research to ensure they can guide discussion at an appropriate depth. For example, at Levels 7 and 8, it is appropriate to explore possible training pathways or explore the field of agriculture in relation to the foods being researched. Students/teachers may even wish to compare how food is produced in different countries.
* The career-related learning is focused on the vital contribution of food industries and services to Australia’s economy. Students can also be invited to consider their own aptitudes, skills and interests in terms of future employment opportunities.

Additional resources to help when adapting the learning activity

* [Job Outlook](https://joboutlook.gov.au/) (information on job roles, including training, tasks and pay)

Benefits for students

Know yourself – self-development:

* Students seek and organise relevant information, integrating it with a visual communication tool. This develops skills in researching, organising and presenting information appropriately.
* Generating ideas for the employment focus of the annotated diagram involves student collaboration, speaking and listening as they engage with class discussion and brainstorming.

Know your world – career exploration:

* By reflecting on the professional work roles vital to each step of our food supply chain, students enhance their understanding of the work people are doing.
* By considering eating at home as part of a supply chain, students identify a relationship between work, society and the economy.

Manage your future – be proactive:

* By identifying roles along each stage of the supply chain, students explore the labour market.
* As they explore the training requirements, tasks, wages and career pathways for positions along the supply chain, students gain insight into the world of work and build the ability to make informed decisions about their futures.