Embedding career education in the Victorian Curriculum F–10

Design and Technologies – Food specialisations, Levels 9 and 10

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, sub-strand and levels:** Design and Technologies – Food specialisations, Levels 9   
and 10

**Relevant content description:** Investigate and make judgements on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating [(VCDSTS058)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC058)

**Existing activity:** Creating a healthy snack for a school canteen. Using photography and other digital technologies to promote the item in a healthy eating campaign.

**Summary of adaptation, change, addition:** Making a mind map of skills and resources required to complete the task, in the context of project management.

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 |
| Teacher sets the task of creating a healthy snack for a school canteen and using food photography and digital technologies to promote the product in a healthy eating campaign. | Teacher places emphasis on project management as an important aspect of this task, and as a highly valued employment skill. Students create a mind map – individually or as part of whole-class discussion – that identifies the skills and resources that might be required for the existing activity. Students use their mind map to make a step-by-step plan of how they will complete the project.  Students extend their focus to consider employment contexts in which the skills applied in this project would be valued and sought-after. |
| Teacher and students negotiate and set evaluation criteria for a successful product and promotional campaign. Teacher facilitates access to digital technologies, outlines parameters for a healthy eating campaign and supervises practical food production. | Students devise an evaluation criterion related to their creation and use of a project management plan. They produce and photograph their healthy snack as part of their step-by-step plan, then use digital technologies to implement their ideas for a promotional campaign. Their project plan should include collation of data and/or reflection on all skills used (e.g. knowledge, manual dexterity, technical know-how and creativity). |
| Teacher assesses the process and the end-products (food, photos and campaign materials) using agreed criteria. | Students self-evaluate their project management skills and reflect on how they are learning and building employment skills. Teacher supports them to identify how project planning skills can be applied to planning various aspects of their own lives as well as being valued skills in a workplace.  Students are encouraged to update their career planning documentation, such as an e-portfolio, career action plan or resume. This could relate to articulating skills they already have and can identify, or setting goals to develop skills they would like to have. |

Considerations when adapting the learning activity

* Although the aim of the task is for students to be in charge of thinking, planning and execution, teachers may need to guide students’ investigation into links between the identified skills and the world of work. This means the teacher will need to spend some time considering how to scaffold student reflection and how these reflections will be recorded or captured. The skills referred to may range across food knowledge and preparation skills, digital technologies, project planning and visual communications, all of which are widely applicable to careers and employment.
* Teachers will need to interpret and explain the concept of a ‘healthy eating campaign’, which could be as straightforward as a collaborative photographic display, or more complex, such as a multimedia presentation.

Additional resources to help when adapting the learning activity

* VicHealth, ‘[Promoting Healthy Eating](https://www.vichealth.vic.gov.au/our-work/promoting-healthy-eating)’ (Examples of campaigns to improve health)

Benefits for students

Know yourself - self-development:

* Developing and applying their own assessment criteria allows students to reflect on their skills and strengths and build self-awareness, maintain a positive self-concept, and reflect on improvement.
* This activity lends itself to group work and to whole-school communication, encouraging students to work in teams and use and develop communication skills.

Know your world - career exploration:

* Using photography and digital technologies facilitates the development of new skills and knowledge, and broadens awareness of food-related roles in the world of work.
* Using technology to communicate food ideas to new audiences develops an understanding of the intersection between work and society.

Manage your future – be proactive:

* Students apply organisational and time management skills to planning and completing the task and must make effective decisions when producing a clear and meaningful visual display of their practical work.
* With the help of teacher-led discussion or independent research, students can reflect on their own strengths, and identify possible roles that interest them in the world of work.