Embedding career education in the Victorian Curriculum F–10

Design and Technologies – Materials and technologies 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 and levels:** Design and Technologies – Materials and technologies specialisations, Levels 9 and 10

**Relevant content description:** Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication ([VCDSCD061](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD061))

**Existing activity:** Examining an existing design solution (a shelter for someone experiencing homelessness) as a basis for developing one.

**Summary of adaptation, change, addition:** Exploring the relationship between values and occupations, and analysing how values intersect with career goals.

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

|  |  |
| --- | --- |
| Existing learning activity | Adaptations, changes or extensions that can be made |
| Students research products designed to provide temporary shelter for people experiencing homelessness.Students evaluate one of the products and decide if it seems effective. Factors to consider include materials used, ease of use, transportability, warmth, ability to blend in to surroundings and the cost to produce and distribute it.Students highlight features they think are most effective and brainstorm any features they think would improve the product. | Students discuss how design can be a response to a perceived problem or need within a community, such as homelessness. They consider how innovation can contribute to doing good and acting selflessly.Students brainstorm the kinds of professions that would work with people experiencing homelessness – social/crisis workers, people who work at food banks or shelters, people who design/distribute temporary shelter. They consider the range of tasks and skills sets in each of these occupations. They also identify what values or motivations people in these roles might hold. The purpose is to highlight that values can intersect across a wide range of roles and industries.  |
| Students design a product that provides temporary shelter for people experiencing homelessness. They present their designs to the class, communicating the features and associated benefits of their designs. | Students focus on the skills involved in the creation of the product they have analysed and identify which skills are necessary to design their own products (design thinking, creativity, innovation and enterprise skills). They assess how they developed these skills during the activity and rate how important they are to their interests and goals. |
|  | Students list other values/priorities/skills they consider important. For example, they might identify values/priorities such as financial security, creativity and helping others. They pick three potential careers and rate how each career aligns with each of their core values. They discuss whether the results changed their thinking about career options. If their results did not align, what other careers might be a better match based on their priorities? Do these careers require design skills? If yes, which ones?Students consider whether they are drawn to careers that help meet the needs of others. Students record any insight gained in a career planning tool such as e-portfolio. |

Considerations when adapting the learning activity

* Teacher should consider the socio-economic and cultural profile of their students when guiding the reflection on the intersection of personal interests and career goals. Individual values are not always the most relevant or pressing factor in deciding career paths.
* Teacher should be aware that some students may not be interested in careers that solve community problems or ‘do good’, and that these are not incorrect responses. Students should not feel ashamed of their preferences or priorities.

Additional resources to help when adapting the learning activity

* Fast Company, [These park benches welcome the homeless instead of rejecting them](https://www.fastcompany.com/3032631/these-park-benches-welcome-the-homeless-instead-of-rejecting-them)
* Sean Godsell Architects, [Park bench house](https://www.seangodsell.com/park-bench-house)
* Interesting Engineering, [15 examples of ‘anti-homeless’ hostile architecture that you probably never noticed before](https://interestingengineering.com/15-examples-anti-homeless-hostile-architecture-that-you-probably-never-noticed-before)

Benefits for students

Know yourself – self-development:

* Students develop self-awareness by analysing how personal values and interests intersect with career goals.
* Students recognise the value of being adaptable by reflecting on how innovation and enterprise can contribute to doing good in the world.
* Students develop ICT skills by researching products, analysing their features and benefits, and designing their own product.

Know your world – career exploration:

* Students explore how values and beliefs are common across a wide range of career options.

Manage your future – be proactive:

* Students plan and build toward their careers by explicitly assessing career options through the lens of personal values and priorities.