Embedding career education in the Victorian Curriculum F–10

Design and Technologies – Materials and technologies 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, sub-strand and levels:** Design and Technologies – Materials and technologies specialisations, Levels 7 and 8

**Relevant content description:** Investigate the ways in which designed solutions evolve locally, nationally, regionally and globally through the creativity, innovation and enterprise of individuals and groups ([VCDSTS044](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTS044))

**Existing activity:** Investigating the evolution of the reusable coffee cup.

**Summary of adaptation, change, addition:** Exploring the work related to the evolution of the reusable coffee cup and entrepreneurial/enterprising behaviours.

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 leads students in the investigation of the evolution of the reusable coffee cup. Note that the KeepCup was the first one on the market and seen as innovative and revolutionary, but consumer needs have generated a constantly changing set of variations on this theme. | Teacher links the design of the reusable coffee cup to the concepts of innovation and enterprise. Teacher explains how innovators come up with ideas to meet a problem, need or gap in the market. Innovators generate solutions that in turn can generate work and income. In the reusable cup example, the sustainability of the product creates meaningful work. |
| Students look at the changes in reusable coffee cup design and investigate a selection of the different types available. They research what has driven the different models, such as innovations in design, growing public demand for aesthetically pleasing options and environmental concerns leading to different materials being used. The videos in the ‘Additional resources’ can be used as a starting point for research. | Students brainstorm the jobs associated with the creation of a reusable coffee cup and the promotion of the product when they were not yet mainstream. These jobs might include designers, metal workers, factory workers producing silicone or glass cups, an entrepreneur, marketing manager, social media manager, warehouse managers, café workers, web designer and graphic designer.  Teacher introduces the concept of, and leads a discussion about, the seven types of job clusters (see FYA resource in ‘Additional resources’). Students consider if there are any clusters that interest them or suit their personal skills or strengths.  In groups, students categorise each of the jobs they identified in the earlier brainstorm by cluster type on a mind map. They should include dot points to justify each decision. |
| Students present their research to the class for discussion. | Each group shares their results with the class. They discuss what features jobs in clusters have in common and if there are similarities across clusters.  Students extend their thinking to rate how important/significant the qualities of innovation and enterprise are to each cluster. |

Considerations when adapting the learning activity

* Students learning may need to be scaffolded to enable them to identify the types of jobs involved in the creation of a reusable coffee cup. Expanding the brainstorm to include tasks/features of each job identified will help the categorising component of the later task.
* The Foundation for Young Australians link in the ‘Additional resources’ is intended as professional learning about the seven job clusters.

Additional resources to help when adapting the learning activity

* The Foundation for Young Australians, [The Cluster Model Explained](https://www.fya.org.au/2019/07/31/the-cluster-model-explained/)
* [This is the KeepCup](https://www.youtube.com/watch?v=NYJB4rm31UE)
* [Which reusable coffee cup is best?](https://www.youtube.com/watch?v=l24j9amXLA0)

Benefits for students

Know yourself – self-development:

* Students learn to work with others and communicate effectively when working in groups to categorise jobs.

Know your world – career exploration:

* Students explore the labour market and learn about opportunities associated with innovation and enterprise as they brainstorm jobs associated with the design and production of a product.
* Students are exposed to a wide range of jobs and learn about the similarities and differences of jobs in different job clusters.

Manage your future – be proactive:

* Students can plan and build their careers by linking their interests and strengths with specific job clusters.