Embedding career education in the Victorian Curriculum F–10

Economics and Business, 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 and levels:** Economics and Business, Levels 7 and 8

**Relevant content description:** Explore and observe the characteristics of entrepreneurs and successful businesses ([VCEBB015](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEBB015))

**Existing activity:** Complete a case study about the characteristics of entrepreneurs and successful businesses and the way businesses utilise enterprising behaviours and capabilities.

**Summary of adaptation, change, addition:** Interview a local small business owner and report back to the class on the relevant characteristics, enterprising behaviours and capabilities that helped establish and operate a business enterprise.

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 facilitates class discussion about the qualities a successful entrepreneur would have and require.  Students research a famous entrepreneur (for example, Elon Musk, Oprah Winfrey, Ally Watson) and report back to the class about the characteristics that helped this person succeed. | Students use Google Maps, business review sites such as Yelp, and personal knowledge of the local area to identify local small businesses. Teacher could provide specific local examples, such as cafés, butchers, service providers etc.  Students interview a local person who has started or run a business – potentially one of the local business previously identified, a family member, or friend. Students interview the person with a view to discovering the personal characteristics and qualities (e.g. resilience), skills and capabilities required in order to establish and operate their business successfully.  If an interview subject is not available, a case study from the Business Victoria website may be used as an alternative.  Students report back to the class regarding skills and capabilities that helped the subject studied establish and operate their business. |
|  | Students then reflect on their current personal skill set, interests and experience. Then, compare these to those identified from research about entrepreneurship. Consider: What qualities and skills does a successful entrepreneur require? Did the business owner interviewed exhibit these? To what extent? Do I have the skills and capabilities required to develop a business idea, start up, and then successfully run a business? What skills and capabilities do I need to improve / develop? How could I develop in areas of perceived weakness?  If entrepreneurship is not a career path that interests the specific student, encourage them to think about other opportunities for employment existing within the industry the business studied. These may be a better fit for their personal skill set and interests (for example, working for a small business, or as a supplier to the business). Students may also be encouraged to consider whether the process of interviewing someone was something they enjoyed. They might also consider the skill set involved in conducting an interview and potential jobs using this skill set.  This insight can be used to update a career action plan in an e-portfolio, set study or work goals, explore work experience options, or update a résumé in preparation for either part-time work or future opportunities. |

Considerations when adapting the learning activity

* Inviting a guest speaker could enhance or serve as an alternative to this activity. The guest speaker could address students on the qualities and capabilities they think helped them find success in business, and how students could try to develop these to become entrepreneurs.
* Direct contact with local entrepreneurs may help students understand what an entrepreneur is and does. An entrepreneur is not always high-profile or famous.
* Students should begin to recognise that entrepreneurial skills are useful within many career types and situations. Teachers can help students to make these links.

Additional resources to assist with adapting the learning activity

* [Business Victoria case studies](https://www.business.vic.gov.au/case-studies)

Benefits for students

Know yourself – self-development:

* Students reflect on what skills and attributes may assist them within different career types in the future. Whether they already have some of the skills or qualities identified and to what extent. Also, how they could develop certain attributes required. As a consequence, students develop greater self-awareness and understanding about appropriate career paths. It will also help generate reflection about entrepreneurial skills and how these might be useful in the future, regardless of career choice.
* An interview of a local business owner and presentation of findings to the class requires the student to develop and enact communication skills, to interact positively and effectively with others.

Know your world – career exploration:

* Exposure to real life examples of entrepreneurship will generate entrepreneurial ideas. This activity has potential to inspire students about entrepreneurship as a viable career path. It will also broaden understanding generally about available career opportunities.
* Research about entrepreneurship, interviewing entrepreneurs and the presentation of findings will require and develop enhanced ability to use both information and technology with precision.

Manage your future – be proactive:

* Students develop communication skills throughout the process of interviewing and presenting. They also reflect on value of a suite of communication skills as being important employability skills. This may be reflected in a personal resume and ability to prepare a job application.