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:** Consider the ways in which work can contribute to individual and societal wellbeing ([VCEBW016](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEBW016))

**Existing activity:** Creating a mind map of the different ways work can affect an individual’s self-esteem, happiness, material and non-material living standards.

**Summary of adaptation, change, addition:** Reflecting on what benefits of work are most important to each student and researching jobs that could provide those benefits.

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 introduces the lesson by holding a brainstorming session where students list what they imagine to be ‘fun’ jobs.Students participate in a class discussion about some of the ways, other than earning money, that work can improve people’s lives.Students create a mind map showing the different ways work can contribute to individual wellbeing. They should break their mind map down into categories like mental benefits, emotional benefits, physical benefits, and financial benefits.  | For each benefit of work that they identify in their mind map, students provide an example of a job where they might experience that benefit. For example, if students identify that some jobs can help people stay healthy, fit, and active they might identify ‘personal trainer’ or ‘gardener’ as jobs that provide these benefits.Once they complete their mind map, students highlight one benefit of work that they think is most important. Students then choose a job they said could provide that benefit. Students research what training, qualifications, experience, and skills are needed to get this job. They add this information to their mind map.Students report back to the class on the job they researched, the way in which they think it would contribute to their individual wellbeing, and engage in discussion with other students about what individual benefits should be most prioritised when choosing a career. Teacher uses presentation as an opportunity to discuss employability skills used in the exercise, such as presenting well and verbal communication skills. |

Considerations when adapting the learning activity

* This activity would be enhanced if students could interview someone in the profession that they investigate in detail to learn more about the role, its benefits, and career pathways. Teachers will need to facilitate this, with the help of the school Careers Practitioner if possible. The Careers Practitioner can also work with students to demonstrate how to identify and contact people to learn more about specific careers.

Additional resources to help when adapting the learning activity

* Lifehack, ‘[20 most fun jobs in the world (that also pay well)](https://www.lifehack.org/572143/fun-jobs-that-pay-well)’

Benefits for students

Know yourself – self-development:

* Students will reflect on their priorities and the types of benefits they are looking for in work. This can help students develop self-awarenessabout their career priorities and make informed decisions in the future about pursuing career opportunities that match their priorities.
* Having to report back to the class allows students to develop their communication skills, and their capacity to present themselves well.

Know your world – career exploration:

* Researching jobs related to their interests will broaden students’ understanding of career opportunities and pathways to those careers.

Manage your future – be proactive:

* Students can be taught about how skills developed in the activity, such as professional presentation and communication skills are important employability skillsthat they practise in the classroom, but which will have long-term and practical relevance throughout their lives.