Embedding career education in the Victorian Curriculum F–10

History, Levels 5 and 6

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:** History, Levels 5 and 6

**Relevant content description:** Describe perspectives and identify ideas, beliefs and values of people and groups in the past ([VCHHC084](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHC084))

The nature of convict or colonial presence, including the factors that influenced changing patterns of development, how the environment changed, and aspects of the daily life of the inhabitants, including Aboriginal and Torres Strait Islander peoples ([VCHHK089](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK089))

Significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander peoples and migrants, to changing Australian society ([VCHHK096](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK096))

**Existing activity:** Investigating the roles and contributions of different groups of people in Australian society in the 1800s.

**Summary of adaptation, change, addition:** Comparing job opportunities from the 1800s with those of today and considering what this might mean for the future.

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 divides class into small groups and assigns each a group of people in Australia in the 1800s from: Aboriginal and Torres Strait Islander peoples, farmers, townsfolk, men, women, convicts and migrants. Students undertake research about the work lives of their assigned group, the contributions made and the role they played in society. Teacher might have to guide research by asking questions such as: Who worked in Australia in the 1800s? Why? What sort of work did they do? Why? How important was their work? How did their work change the community?  Students organise their findings and present them to the class. | As a class, develop a concept map identifying and classifying different types of work in Australia in the 1800s. Categories could include trades, farming, schooling, medical care, etc.  In pairs, students use their completed concept map as a tool to identify contributions made and changes to work opportunities in contemporary society (which categories of jobs and/or individual jobs identified in the concept map no longer exist? Which jobs have changed? Which jobs remain the same?)  Students generate hypotheses about the reasons for changes and continuities |
| Compare and contrast the perspectives of the different groups. Ask questions such as: Did some groups have more work opportunities than others? What factors shaped the type of work opportunities available? | Teacher extends the discussion into how the factors shaping work opportunities (social, political, legal, technological and environmental) for different groups of people have changed over time. Examine the features of work that have changed (are there more or fewer work opportunities for different groups now?)  Students select a job and map changes and innovations over a period of time such as farming, mining, domestic work, teaching, or manufacturing of clothing. Students explain the contributions of this work to society today.  Students generate hypotheses about the possible reasons for these changes.  Students reflect briefly on what this might mean for them personally. What do these changes and continuities suggest they need to be as they consider their possible future career? Teacher should make links to the importance of being adaptable. |

Considerations when adapting the learning activity

* Teacher may choose to focus on a specific industry or to explore industries that are prevalent in the local community, or elect to explore industries students have not yet been exposed to through wider research and potential excursion opportunities. Students at these levels may have limited knowledge of the workforce and what types of work have been and are currently available. Career-related learning should focus on broadening students’ capacity to imagine a wide range of opportunities, and to understand where jobs and work fit into their local community and the world beyond.
* Teacher will need to consider how they frame discussion about changes and continuities; and make links to the need to be adaptable in a way that empowers students to think positively about their future.

Benefits for students

Know yourself – self-development:

* Students explore how people at the time experienced change in their work and their perspectives about work.

Know your world – career exploration:

* Students discuss different types of work available at different times in history.
* Students consider how work has changed over time and what this might mean for them personally.

Manage your future – be proactive:

* Students develop a sense that change is an inherent part of life and that they will encounter change in their working lives.