Embedding career education in the Victorian Curriculum F–10

Personal and Social Capability, 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:** Personal and Social Capability, Levels 7 and 8

**Relevant content description:** Explore their personal values and beliefs and analyse how these values and beliefs might be different or similar to those of others ([VCPSCSO038](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO038))

**Existing activity:** Exploring differences in personal values and beliefs.

**Summary of adaptation, change, addition:** Exploring how values and beliefs need to be considered when making decisions in different professions.

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 |
| Students analyse extracts from the biographies of young Australians who exemplify a diversity of values and establish a shared understanding of what values are and why they are important. For example, see a link to the extracts from the biographies of Hugh Evans, Jesse Martin and Louise Sauvage in ‘Additional resources’. | Existing learning activity runs unchanged. |
| Students choose an issue that is important to them and consider how their personal values can be actualised through acting on their beliefs. | Students consider how their personal values have influenced them to feel strongly about their chosen issue. Teacher prompts discussion on how a diversity of values might lead people into different professions. For example, students explore the reasons why the value of respect for the environment might influence someone to choose professions that focus on environmental issues in daily work, such as sustainability officer in a corporation, marine biologist or park ranger. |
| Students write a scenario about the issue they identified and survey the class in order to compare the diversity of responses between students. | Teacher prompts discussion on the importance of consulting a diverse group of people and considering personal values when making important decisions. Students are asked: ‘Where do we see this happening in real life? Why do different industries value doing this? What challenges may be faced when considering diversity of opinion?’ |
| Students propose a solution to the issue that considers the diversity of values that have been elicited through the survey. | Students propose a solution to the issue that encompasses a range of values. They explain the importance of considering diverse values and how these differences influenced their proposed solution to the issue. |

Considerations when adapting the learning activity

* It may be easiest to run this activity by prompting students to choose from a list of issues for which they are either ‘for’ or ‘against’, as opposed to self-selecting issues that may not easily align with values.
* Students could be put into small sample groups to respond to the surveys. Teacher should ensure each group would elicit diverse responses. Assigning different stakeholder perspectives could increase diversity of views.

Additional resources to help when adapting the learning activity

* [Young Australian biographies and additional content](https://www.civicsandcitizenship.edu.au/cce/what_are_my_values_introduction,24282.html)

Benefits for students

Know yourself – self-development:

* Students can identify their values and determine how these influence their self-concept.
* Students can identify similarities and differences between themselves, others and between groups of people and speculate on why these similarities and differences exist.
* Students can recognise that, at times, they need to change their thinking when they are faced with new information.

Know your world – career exploration:

* Students explore how to successfully participate in society through building inclusive and respectful relationships with a diversity of values and opinions.
* By considering values in the context of various careers, students understand the relationship between work and society.

Manage your future – be proactive:

* Students begin to think critically and creatively about how to analyse information when making decisions about the future.
* Students can embrace change by reflecting on what kind of work people do and how they achieve success in their chosen fields.
* Students begin to think about how their personal values might help them identify potential fields   
  of work, and how these values may influence decisions they make with regard to future work and life.