Embedding career education in the Victorian Curriculum F–10

Critical and Creative Thinking, 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:** Critical and Creative Thinking, Levels 5 and 6

**Relevant content description:** Explore what a criterion is, different kinds of criteria, and how to select appropriate criteria for the purposes of filtering information and ideas ([VCCCTR028](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTR028))

**Existing activity:** Exploring how criteria are useful when exploring a range of concepts or making a judgement.

**Summary of adaptation, change, addition:** Discussing how criteria are useful when exploring a range of different careers they might wish to explore later in life.

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 ‘criterion’ and ‘criteria’ as terms for standards or rules that help judge or decide something. Teacher next introduces the concepts of ‘necessary’ and ‘sufficient’ as ways to help select criteria that can be used as a test to see if something meets a given goal or purpose; or to see if something has the characteristics required to fit a particular category or definition.For example, teacher asks, ‘What kind of test could we have to see if someone can ride a bike?’. Teacher listens for suggestions and helps the class align them to one of these three categories:1) ‘necessary and sufficient’: We can be confident that based on this piece of information only that someone can ride a bike and the piece of information includes something necessary to riding a bike, for example they can make the bike go and stop over a flat surface without falling off. Being able to do this is essential (necessary) and we do not need any more information about the bike rider’s abilities – it is sufficient.2) ‘necessary but not sufficient’: It must be part of what it is to ride a bike but not the only part, for example, steering. 3) ‘sufficient but not necessary’: Qualifies as riding a bike, but is not something we would expect in every case, for example, a person can perform amazing circus tricks on their bike.With guidance from the teacher the class identifies the set of suggestions that become the necessary and sufficient conditions for riding a bike. | To extend this task, teacher explains that students will be thinking about a career that they might like or be satisfied with in concepts of ‘essential’ (must have) or ‘desirable’ (would like, but do not need). To start the activity, students brainstorm a list of jobs they find interesting. Teacher should be prepared to add a range of jobs to the list to ensure many types of work are represented.Teacher then provides students with blanket statements to be sorted into their own T-Chart based on what they consider to be ‘essential’ or ‘desirable’ for a job they want to do. Blanket statements could include, but are not limited to:* I will work outside
* I will work with other people
* I will become rich
* I would like to travel
* I will help people
* I will discover something new.

After the sorting is complete, teacher prompts students to justify their thinking. i.e. Why did you choose working outside as an essential condition?’. Responses are shared with the class.Students compare their list of essential and desirable work conditions to the jobs identified in the brainstorm and pick a job that meets their essential, and most of their desirable, working conditions. |
| Teacher reinforces the idea that the sorting process the students used developed criteria for testing whether someone could ride a bike. Students brainstorm other situations where using criteria to decide something may be useful. | Students then explore the criteria they would need to meet to work in the job they have identified. With teacher support, students could look at a job ad for their chosen role, and examine the skills and experience listed. Teacher highlights that some criteria are essential, and some are simply desired. Using the bike-riding example from the existing activity as a model, teacher could identify a role relating to bike production or sales and walk students through the process of identifying criteria in the three categories discussed and then reviewing suggestions to identify the set of criteria that are necessary and sufficient. |
| Students reflect on why it is useful to have criteria and why it can sometimes be difficult to decide what the criteria should be. | Students reflect on the usefulness of exploring the distinction between essential and desirable conditions for career exploration. |

Considerations when adapting the learning activity

* The existing activity of exploring criteria as necessary and sufficient conditions is a powerful distinction for students but these concepts may need to be explored and familiarised before being introducing the concepts of ‘essential’ and ‘desirable’ applied in the context of career education.
* Teachers needs to ensure the list of jobs they use is broad enough to engage all members of the group, and to generate interest in areas not previously considered. They also need to consider any stereotypes that may be attached to certain careers, and be prepared to counter them productively.

Additional resources to help when adapting the learning activity

* [Jobs for Youth](http://www.jobsforyouth.com.au)

Benefits for students

Know yourself – self-development:

* As they share their essential and desirable work conditions with the class, students explore what makes them similar and different to other people.

Know your world – career exploration:

* Students can start to name the skills and knowledge they might need when exploring career options.
* Students can identify possible career options that are suited to their strengths, interests and values.

Manage your future – be proactive:

* By identifying the essential and desired skills and experience for roles that interest them, students can begin to set goals for school, home and the future.
* Students analyse information and think critically and creatively about career enhancing decisions.
* Students identify and reflect on what kinds of roles and skills people need to work in different professions. This enhances their understanding of the labour market.