Embedding career education in the Victorian Curriculum F–10

Design and Technologies – Materials and technologies specialisations, 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, sub-task and levels:** Design and Technologies – Materials and technologies specialisations, Levels 7 and 8

**Relevant content description:** Examine and prioritise competing factors including social, ethical, economic and sustainability considerations in the development of technologies and designed solutions to meet community needs for preferred futures ([VCDSTS043](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTS043))

Analyse ways to create designed solutions through selecting and combining characteristics and properties of materials, systems, components, tools and equipment ([VCDSTC048](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC048))

**Existing activity:** Designing a bag for a specific purpose

**Summary of adaptation, change, addition:** Presenting a bag design to a panel of investors.

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 research what materials are commonly used in carry bags and why (how do the materials used align with the bag’s purpose, e.g. swimming bags are made of nylon because it is waterproof). Students look at the composition of their school bags, noting the different materials in different parts of the bag.  Students brainstorm what the users of the school’s sports bags need/want in a bag. They should consider the size of commonly used equipment, pockets, ergonomic designs, etc. They identify any features their current sports bag lacks, and look at other bags and products online to see what materials are used and if those products have the features they want. They compare the prices of bags with extra features to consider the cost impact of additional features.  Students research common steps in the design process to enhance the professionalism of their design. Steps could include:   * Conducting market research or reading industry reports * Creating a mood board or concept drawings showing the look and feel of their intended design * Collating fabric samples to get the right feel for their product. | Students work as designers to create a bag design to pitch to investor/s, who might include their classroom teacher, sport and/or Health and Physical Education teacher, the principal and a representative from the Parents and Friends Association. They should create a polished presentation that can be used in a professional context. |
| Each student designs their sports bag and incorporates the features they have identified as desirable. They create a presentation to discuss their design, highlighting its features, materials, benefits, and how the bag addresses the needs of the users. | Students present their finished designs to the investor/s. ‘How to present design work to non-designers’ in the ‘Additional resources’ can be used as a guide. Students should:   * Know their audience – think about what investors want (to make money). Students need to show their bag will be popular because of its design and that it is cost effective. * Summarise the brief – recap the purpose of creating the bag design * Share the research conducted and how it informed their design * Show the final design – reveal the design and discuss how the design meets the elements of the brief and research.   Investor/s pick the winning design.  Students reflect on the skills and thinking processes they used and where/how they might be helpful in later life. They reflect on whether they enjoyed working as a designer and identify any jobs that require similar skills (could be technical design skills, or skills involved in presenting/pitching). |

Additional resources to help when adapting the learning activity

* UX Collective, [How to present design work to non-designers](https://uxdesign.cc/how-to-present-design-work-to-non-designers-d0cb60ebe21)

Benefits for students

Know yourself – self-development:

* Students build awareness of their interests and skills, and understand how these relate to careers.
* Students learn to be adaptable as they create a design and incorporate market research and technical elements of materials.

Know your world – career exploration:

* Students experience the work of designers as they conduct research into the activities of designers and present their work to a panel of investors.
* Students explore the labour market by linking skills and techniques to career options.

Manage your future – be proactive:

* Students develop decision-making skills by researching and gathering information, and using this information to create their designs.