Embedding career education in the Victorian Curriculum F–10

Economics and Business, Levels 9 and 10

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 9 and 10

**Relevant content description:** Generate a range of viable options, taking into account multiple perspectives, use simple cost-benefit analysis to recommend and justify a course of action, and predict the intended and unintended consequences of economic and business decisions ([VCEBE028](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEBE028))

**Existing activity:** Creating a cost-benefit analysis for a decision to be made by a small business.

**Summary of adaptation, change, addition:** Planning a small business venture to run for a day, including conducting a cost-benefit analysis.

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 provides a case study of a business decision, for example, a case study about grocery stores making the decision to switch away from single-use plastic bags (before states banned them) or how a local business adapted during the 2020 COVID-19 pandemic (adding delivery, changing production).  Students conduct a cost-benefit analysis to recommend a course of action for that business.  If studying a local business in relation to COVID-19, students could conduct interviews to understand how businesses used cost-benefit analysis to guide decision-making. Students could explore intended and unintended outcomes of the business’s decision, such as staff loss/retention and learning new skills. | Students work in small groups to brainstorm a small business opportunity they could run in their own school for one day.  Groups conduct a cost-benefit analysis to justify to teacher why their business proposal will be successful. Students must write up a business plan detailing what product or service the business will offer, identifying what permissions they need to obtain, explaining how they will market their business, and predicting intended and unintended consequences of their business (for example, will a food stall impact on the school canteen?).  Students then have one day to run their business at school. Alternatively, students can simply undertake the planning component of this exercise and submit their business plan to the teacher.  Whether or not students run their business venture, they should consider the work they experienced in the event’s planning and execution, and what skills and capabilities are required for the business venture to be successful.  Students should be encouraged to reflect on if they found the task of planning/running a business venture appealing, and what tasks involved in the activity they enjoyed and what skills they exhibited. Relevant employability skills used in the activity could be recorded in an e-portfolio or résumé. |

Considerations when adapting the learning activity

* Teachers may consider getting a local business owner in as a guest speaker to talk to students about entrepreneurship and/or how their business was affected by the 2020 COVID-19 pandemic, even if the case study selected does not relate to this topic. This will enhance students’ understanding of the world of work.
* Teacher could encourage interested students to further investigate pathways to small business ownership.

Additional resources to help when adapting the learning activity

* *The Guardian*, ‘[Coles reverses plastic bag policy again in frustrating flip-flop](file:///C:/Users/02257017/Documents/EDIT%202%20-%20Batch%20A/o%09https:/www.theguardian.com/business/2018/aug/02/coles-reverses-plastic-bag-policy-again-in-frustrating-flip-flop)’
* Coles, ‘[Sustainable Environmental Practices](file:///C:/Users/02257017/Documents/EDIT%202%20-%20Batch%20A/o%09https:/www.coles.com.au/corporate-responsibility/sustainability/environment/bags)’
* Business Victoria, ‘[Case Studies](file:///C:/Users/02257017/Documents/EDIT%202%20-%20Batch%20A/o%09https:/www.business.vic.gov.au/case-studies)’

Benefits for students

Know yourself – self-development:

* Students will find out more about the life of an entrepreneur and may experience some of the challenges and highlights of this life. The activity develops self-awareness in terms of whether this sort of experience would be fulfilling or challenging for the student, and if they investigate this career path further.

Know your world – career exploration:

* Asking a guest speaker about their career pathway, and the different steps they took along the way, may provide students with the opportunity to see careers as a process or a pathway that can have many different intermediate steps before they arrive at their ideal job.
* Running/planning their own business for a day can allow students to experience work that they might otherwise never have considered for their careers.
* Exposure to entrepreneurship is one of the important factors that fosters further entrepreneurship. This activity can broaden students’ understanding of career opportunities.

Manage your future – be proactive:

* Running, or planning, their own business requires students to demonstrate a range of employability skills. Creating a business plan and conducting a cost-benefit analysis requires planning and organisation, and self-management skills. Marketing the business successfully requires communication skills. Running the business on the day might require communication and interpersonal skills.
* Students can reflect on additional skills they have learned as part of this task, especially some of the employability skills, such as communication skills and use them as examples in appropriate record-keeping places such as an e-portfolio or a résumé.