Embedding career education in the Victorian Curriculum F–10

Economics and Business, 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:** Economics and Business, Levels 5 and 6

**Relevant content description:** Explore the nature and meaning of work and why individuals choose to participate in work ([VCEBW007](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEBW007))

**Existing activity:** Researching different types of work, from full-time to casual and volunteer work, and writing about the reasons people might choose different types of work.

**Summary of adaptation, change, addition:** Interviewing three people known to them about why they choose to participate in work. Making a poster explaining the reasons people work.

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 different types of work, for example full-time, part-time, casual, paid, and volunteer work.  Students use the internet to find definitions and example jobs for each of these types of work.  For each type of work, students should write a list of reasons for why someone might choose to do that type of work. For example, a casual worker might want more time off and a volunteer worker might enjoy feeling like they are contributing to a worthy cause. | In addition to the activity described, students survey at least three people known to them (family members, carers or family friends) about their work. Students should include questions about the type of work the person does, and the main reasons why they choose to work.  Students should record the responses they receive, and create a poster showing the different reasons why people choose to work.  Students should then present their poster to the class and explain what they found out about why people work. The employability skills of presenting themselves well and communication skills should be mentioned explicitly by the teacher in lead-up to the presentations to enhance the careers focus of the activity. |

Considerations when adapting the learning activity

* Teachers will have to consider the demographics of the class and the local community to maximise the benefit from this activity. Where students are likely to have less exposure to friends and relatives who are in paid employment, this activity will need to be extended beyond the known. However, the activity will work best if students can establish a personal connection to the subjects of their interview. The teacher is a good role model as a beginning point, but may need to carefully consider who else might be appropriate for a specific cohort of students. For example, perhaps a local sports person or community member (the owner of the local pool or popular shop) could be invited to participate.
* Teachers should plan for scaffolding the interview by discussing different ways of communicating, depending on the context and the person they are interviewing (for example, differentiating between formal and less formal conversations, planning questions ahead of time).

Benefits for students

Know yourself – self-development:

* Planning their own questions to ask in their survey can assist in developing communication skills. Students can reflect on the ways in which communication skills were used in the various jobs they heard about when conducting their surveys.
* Students will find out more about the work of the people in their lives. This can assist in developing self-awareness in terms of what types of jobs the student might find fulfilling or challenging.

Know your world – career exploration:

* Interviewing people about their work can broaden students’ understanding of the types of work that is available – especially if they go beyond just their immediate family members. This can help students connect their learning with the world of work and also broaden their understanding of available career opportunities.

Manage your future – be proactive:

* Students can develop communication skills through the process of interviewing people known to them and will learn how to present themselves well when they report back to the class on the reasons why people work. These are foundational employability skills.
* Learning about the reasons people work, and the work people do, allows students to see different ways to achieve a work–life balance.