Embedding career education in the Victorian Curriculum F–10

Ethical Capability, Levels 3 and 4

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:** Ethical Capability, Levels 3 and 4

**Relevant content description:** Explore the extent to which particular acts might be regarded by different people as good or bad, right or wrong, better or worse, and explain why ([VCECU005](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCECU005))

**Existing activity:** Considering the range of views about an ethical dilemma and how they differ.

**Summary of adaptation, change, addition:** Considering how different jobs shape the way ethical dilemmas are perceived and resolved.

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 explore and develop their understanding of ‘Our Changing World’ through Jeannie Baker’s short film, ‘Where the forest meets the sea’ (see Additional resources). | Existing activity runs unchanged. |
| As the narrative unfolds, teacher uses pause/prompt techniques to discuss the changes students see and explore what they think this means. | Existing activity runs unchanged. |
| As the narrative ends and future changes are revealed, students are asked, ‘Why does the landscape change so much?’ | Students consider their local area. What can they see outside the classroom window? What might this area have looked like a few hundred years ago? Why might these have changes occurred? Who might these changes have suited and would these decisions have encountered any resistance? |
| Students question whether these changes are sustainable by exploring a variety of different ethical perspectives. For example: Is it okay to change the landscape and build cities for people to holiday in? Should we consider the preservation of the flora and fauna that have thrived in the past and present? Should we consider the perspectives of Indigenous people and their claims to land rights? What if the building companies provide money to the local area to improve the economy and provide amenities such as shops, car parks and widened paths that allow less physically able people to access the area – does this justify the destruction of the forest? | Students view a variety of different career-related ethical dilemmas, either as picture prompts that they infer from, fictional or real newspaper articles, or other related resources. These ethical dilemmas could include:   * Exploring ethical dilemmas associated with local area change over time – what historical tensions were there in the past regarding alternatives proposed for developing a site? Are there any current dilemmas? * Mining and related activities that cause pollution and damage to the environment but provide local jobs and export income * Any current Humanities-based ethical dilemma students might be familiar with or teacher can prompt students to think about their own examples.   Students think about the different people involved in or affected by these occupations and how their roles might affect their perspective on the issue. Teacher encourages people to think outside the immediate people involved. For example, mining affects not just the miners, the mine owners and the people involved in selling the product, but also the people in the local community around the mine. |
| Using ‘Where the forest meets the sea’ as a prompt, students consider the complex questions framed as ‘Who might consider this as good or bad, better or worse?’ Furthermore, ‘Why might different people see the same scenario, such as the destruction of a local habitat, as good or bad, better or worse?’ i.e. What differences between people make these ethical dilemmas complex? | Students consider complex ethical dilemmas from differing perspectives and explore why the same scenario may be considered bad or good, better or worse by different people. How might someone’s job influence how they view an ethical dilemma? Is it important to consider different perspectives? How should we decide the best outcome? |

Considerations when adapting the learning activity

* Teachers could consider Humanities-based dilemmas relevant to the local area or create a hypothetical scenario. Contextually relevant examples will help students examine their belief systems and biases, as well as examine the proposal from different viewpoints that counter their own beliefs.

Additional resources to help when adapting the learning activity

* [Where the forest meets the sea](https://www.youtube.com/watch?v=oHb_WEA50yo) (YouTube video)

Benefits for students

Know yourself – self-development:

* Students build self-awareness by considering their own and others’ beliefs and values and examining the effect these have on self-concept.
* Students learn to adapt flexibly by evaluating their own beliefs in light of other perspectives.

Know your world – career exploration:

* Students understand the relationship between work, society and the economy by considering why people may hold different perspectives on ethical dilemmas, and how jobs can shape views.

Manage your future – be proactive:

* Students develop their capacity to analyse information to make effective decisions by considering multiple perspectives on an issue.