Embedding career education in the Victorian Curriculum F–10

Geography, Levels Foundation to Level 2.

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:** Geography, Foundation to Level 2.

**Relevant content description:** Describe and explain where places and activities are located [(VCGGC058)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC058).

**Existing activity:** Exploring the idea of ‘place’ and mapping local places important to students.

**Summary of adaptation, change, addition:** Looking at who works in the places that students map.

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 asks students what they think the word ‘place’ means, and why some places have more importance to us than others. | Introductory activity unchanged. |
| Teacher shows students a map or aerial photo of the local area, asks students to name the places they know, and writes on the board all the places they name. To facilitate this activity, the teacher could lead a brainstorm of all the places the students have been in the past week and how they recognise places they know.  Teacher then gets students to talk about what they do in each place and which places are important to them and why. | Teacher extends brainstorming to identify places where people work. For example, teacher asks questions such as, ‘What people did you see there?’, ‘What jobs were they doing?’.  Teacher instructs class on how to draw their own ‘place’ and asks them to list all the activities they do there, and the people/jobs they interact with. |
| Teacher gives each student a map of the local area and asks them to label the places that are important to them or their friends and family. Students draw how they go from home to one of those places, then write or verbalise their route using geographic terms such as north, south, east and west, and naming features or places of interest along the way. | Teacher encourages students to think about why those places are located where they are by asking questions such as, ‘Why is this place located on a major transport route?’, ‘Is it close to something else that it needs to be close to?’  Teacher encourages students to think about jobs related to that place, such as, ‘What jobs helped to create this place (e.g. architects, town planners, construction workers, interior designers, plumbers)?’, ‘What jobs might help people get to this place (e.g. bus/train drivers, crossing guards, construction workers)?’ |
|  | Students list what they know about the jobs that they have identified in this activity, nominate which ones interest them and explain why. |

Considerations when adapting the learning activity

* Teachers will need to know some popular local places and their functions (e.g. local libraries, sports venues, playgrounds, concert halls). Teachers could use images of such places (from Google Maps or business websites) to prompt students in this activity. In communities where the number of relevant places is small, teachers may need to prepare resources that help students make use of a nearby larger centre to support their exploration and discussion.

Additional resources to help when adapting the learning activity

* Blank maps of local areas.
* Images of local places of interest to prompt students to identify places important to them.

Benefits for students

Know yourself - self-development:

* Exploring the idea of ‘place’ develops a sense of wonder and curiosity about the world, which continues into adulthood.
* Students learn how to cooperate with other people and allow others to share their ideas about the places they have visited.

Know your world - career exploration:

* Students explore different jobs in their local area and consider what interests them and why.
* Students learn the significance of places in their lives as well as the activities and jobs undertaken in each one, which helps them to understand the links between work and society.
* By drawing places that are important to them, students develop their geographical literacy and skills in drawing maps and communicating through visual resources.

Manage your future – be proactive:

* Students develop an understanding of the world around them and their place in it, while contemplating possible future careers based on place.