Embedding career education in the Victorian Curriculum F–10

Geography, 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:** Geography, Levels 5 and 6

**Relevant content description:** Australia’s connections with other countries and how these change people and places [(VCGGK098)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK098)

**Existing activity:** Creating a flowchart of the journey of chocolate from bean to pantry.

**Summary of adaptation, change, addition:** Exploring the jobs associated with the creation, production, distribution, and purchase of an item such as chocolate.

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 leads a brainstorming session with students about how an item like chocolate connects people. Teacher asks questions such as: ‘How does something like chocolate connect people?’ and ‘Where does chocolate come from?’.  Teacher asks students to consider chocolate in the supermarket, locally and overseas produced. Students are encouraged to think about any local producers, such as boutique chocolateries, and chocolate cafés. Students list types of chocolate in their home. | Students list the different people they may have interacted with associated with the local producers. For example, waitstaff at a café or someone who sells chocolate at a local market. |
| Teacher leads a discussion on what brands of chocolate students know about and makes a list on the board. Students research where these brands come from; for example, Lindt is from Switzerland, Cadbury’s is from Australia and Moser Roth is from Germany. Teacher provides appropriate maps for students to map where each brand comes from. | Students research the chocolate factories in different countries, and what sort of jobs are found in them. They compare their research and note similarities or differences. |
| Students then identify locations associated with stages in the production, supply, and purchase of chocolate on their maps, and collate these in a flowchart. Some or all of the following stages could be investigated and mapped:   * the journey of each raw ingredient from its source to the factory * production in the factory * the chocolate bar’s journey from factory to wholesale, supermarket/shop and then on to family pantry.   Students should be encouraged to think about what lies behind the locations in each stage of production; for example, why are there so many chocolate factories in Switzerland and Tasmania? Is it because these areas are ideal for dairy cow grazing? What are the growing conditions for the cocoa beans? | Teacher extends the discussion by highlighting the different job roles associated with each stage of a chocolate bar’s journey.  Students expand their flowcharts by including some of the jobs associated with each stage. Teachers may wish to further extend this exploration, but at Levels 5 and 6, it is sufficient to highlight the vast range of different job roles involved in harvesting, transporting, making, marketing and selling a single household product. Examples of roles include farmers, pickers, drivers, manufacturing roles, food scientists, distribution, transport logistics, packers, graphic designers, freight/cargo roles, sales and marketing professionals.  Teacher makes sure that a range of highly skilled and entry-level jobs are exposed, and that any stereotypes inherent in such an exercise are avoided.  This research task could be extended to explore one specific job involved in the creation, production, or distribution of an item such as chocolate, including the career path and skills needed to be successful in the role. |
| Students reflect on the skills they have developed while creating their maps and flowcharts. | Students are encouraged to reflect on what they know of the roles discussed, and if there are things about the jobs they find interesting.  Teacher highlights the employability skills students have used through the task, such as the ability to research, organise and communicate information. |

Considerations when adapting the learning activity

* Teacher may need to research chocolate production ahead of running the activity to prepare a sample map and flowchart of production stages/jobs, ensuring a wide range of careers are introduced. See resources below, especially the ArcGIS story-map.
* Aspects of this task lend themselves to combining with Economics and Business curriculum to look at how and why we source goods from certain places.

Additional resources to help when adapting the learning activity

* ArcGIS story map, ‘[Chocolate – What’s behind our global sweet tooth?](https://www.arcgis.com/apps/MapJournal/index.html?appid=292eec7088f741b9822db67f20ecdfe8)’
* TED-Ed, ‘[The history of chocolate - Deanna Pucciarelli](https://www.youtube.com/watch?v=ibjUpk9Iagk)’
* Make chocolate fair, ‘[Chocolate production in a nutshell](https://makechocolatefair.org/issues/cocoa-production-nutshell)’

Benefits for students

Know yourself – self-development:

* Developing technical skills, such as the use of Geographical Information Systems, fosters perseverance and the development of learning strategies that will support lifelong learning. Considering other skills used in the activity, such as employability skills, encourages students to understand links between school and work.

Know your world – career exploration:

* As students create their maps and flowcharts, they develop their ability to locate and organise information effectively.
* By considering a variety of roles associated with the production and distribution of a product, students can reflect on the types of jobs that are available in a field they may not have looked at, and may start to think about which of these jobs align with their own interests.

Manage your future – be proactive:

* By identifying and exploring roles along the supply chain, including local roles such as small business owner or café wait staff, students begin to explore the labour market.