Embedding career education in the Victorian Curriculum F–10

Geography, 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:** Geography, Levels 9 and 10

**Relevant content description:** Ways that places and people are interconnected with other places through trade in goods and services, at all scales [(VCGGK141)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK141)

**Existing activity:** Investigating the interconnections between ethical and sustainable food production and future food security.

**Summary of adaptation, change, addition:** Investigating how ethical/sustainable food production and consumption affects the availability and variability of career options.

2. Adapt the learning activity to include a career education focus

| Existing learning activity | Adaptations, changes or extensions that can be made |
| --- | --- |
| Students and teacher read the quote: ‘Every Australian is involved in the food system, our farmers and fishers who draw on natural resources to produce food; our people and industries who transform, transport and sell food; and our families and communities, who grow, buy, cook and eat food.’ (From executive summary of DAFF National food plan white paper)  Students respond to the following questions: ‘What is ethical and/or sustainable food production and consumption?’ and ‘Why should we care about where our food is coming from?’ | Introduction to ethical and sustainable food production runs unchanged. |
| Students watch the Rob Greenfield video clip ‘[I only ate foraged food for one year](https://www.youtube.com/watch?v=JUR7_EmUy1k).’  Students consider the following questions: ‘What would you need in order to be able to do what he did?’ and ‘What is the interconnection between food, people and place?’  Teacher uses the Brae restaurant as an example of meeting ethical food production ideals on a larger scale while ensuring the interconnection between local farmers, producers and clients. Class discusses the key environmental and social strategies that businesses like Brae use to accomplish this. | Students brainstorm the careers involved in sourcing local food for a paddock-to-plate restaurant such as Brae. They investigate if these are different from a mainstream restaurant. Then they consider what jobs (if any) would be associated with growing all of one’s food at home (like Rob Greenfield). |
| Students consider the following questions:   * If citizens grew their own food or only purchased from within 50 km of home, would we still need shops? * What challenges or opportunities would this create for food security in Melbourne? * How would we sustain connections between people and places if this were to occur? Would they become more localised? | Students consider the impact of everyone growing their own food or sourcing local produce on available careers. What industries would be affected (e.g. restaurants, stores, packaging, farmers, aviation, freight, distribution)?.  Teacher guides students in unpacking in some detail the variety of roles and careers that are beyond what is obvious to the average shopper (e.g. accountants, business managers, legal teams, marketing and design specialists and food scientists) that could be affected by changes in consumers’ habits. |
| Students create a plan for an ethically sustainable edible garden that meets the needs of the inhabitants of a high-rise building or apartment block that has no garden space. Students discuss the connection between available produce, production, distribution and food security. | Students reflect on the roles explored in the activity, noting which industries may be growing because of the movement towards ethical consumerism. Teacher supports students to research pathways to identified careers that interest them. |

Considerations when adapting the learning activity

* Before the activity, the teacher may need to introduce the concepts of ‘paddock-to-plate’ and ‘food miles’, and reinforce the concepts of ethics and sustainability with suitable examples (see Additional resources).
* Teacher should reinforce the idea that without connection between people and places, there would be no products sold at all.
* Teacher will need to be prepared to explore careers with students in some detail. At Levels 9 and 10, it would be appropriate to discuss education or training pathways, as well as an introduction into which of those jobs would be entry level but could lead to interesting career movement. For example, in large supermarket chains, employees can move up the career ladder without completing a university degree. Teacher can also help students realise that degrees such as law, business, science and psychology have many applications.
* As an extension to the last step of the existing activity, students could consider who would they need to involve in the beginning stages of creating the space (e.g. landscapers, builders, architects, farmers, research scientists, gardeners).

Additional resources to help when adapting the learning activity

* [Ceres Fair Food](https://www.ceresfairfood.org.au/about-us/) (sustainable and ethical food supply)
* [What community, country and sustainability mean at Brae](https://www.melbournefoodandwine.com.au/read-watch/latest-news/news/what-community-country-and-sustainability-mean-at-brae-648)
* Sustainable Table, [Downloadable resources](https://sustainabletable.org.au/all-things-ethical-eating/downloadable-resources/)

Benefits for students

Know yourself - self-development:

* Students develop an understanding of food security and how this affects the movement of people, places and food, and how, as consumers, they have some influence over food production and movement. They also realise how changes to food availability and consumer demand requires the ability to be adaptable and flexible when facing new challenges.

Know your world - career exploration:

* Students explore a variety of careers along the supply chain, noting areas of opportunity and growth, as they gain a deeper understanding of the relationship between work, society and the economy.

Manage your future - be proactive:

* Students use their enhanced understanding of the interconnection between individuals and trades/products to make informed decisions about potential career paths.
* As students research jobs relating to food security and ethical evolution, they develop research and organisational skills that can help them evaluate different options and present their ideas about a specific issue.