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:** Role of initiatives undertaken by international and national government and non-government organisations to improve human wellbeing in Australia and other countries [(VCGGK154)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK154).

**Existing activity:** Creating a visual resource that identifies and demonstrates an understanding of an organisation that aims to improve human wellbeing.

**Summary of adaptation, change, addition:** Exploring career and volunteer opportunities available in various types of organisations that improve humans’ wellbeing.

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 shares the quote ‘Be the change you wish to see in the world’ with students. Teacher asks students to consider and explain what it means to them, and how it relates to humans’ wellbeing.  Students brainstorm a list of organisations that aim to improve humans’ wellbeing in Australia and overseas (see Additional resources for examples). Students classify these organisations as government or non-government organisations, and find out if they operate in Australia, overseas, or both. | Brainstorming activity runs unchanged. |
| Each student investigates one organisation identified in the brainstorm to find out:   * how the organisation’s founders have become the change they wished to see in the world in terms of improving humans’ wellbeing in Australia or overseas * the organisation's goals * the organisation's work and achievements. | Each student researches the structure of their chosen organisation and the roles within it, from CEO through to volunteers, then creates a graphic (e.g. organisational chart) of their findings. After students share their findings with the class, the class then identifies and discusses the organisations’ similarities and differences.  Each student identifies a current vacancy for a paid or volunteer position at one of the organisations, recording details such as essential and desired requirements, tasks of the role, how the role relates to others in the organisation, and how the role contributes to the organisation’s aim of improving wellbeing.  Students could also discuss how working in organisations of different types and sizes might provide employees and volunteers with different experiences of contributing to the goal of improving wellbeing. For example, large non-governmental organisations, such as the World Health Organization, have many roles that may not obviously or directly contribute to wellbeing (e.g. technical support officer, finance assistant), while volunteers in a small, local organisation might have direct contact with the organisation's clients. |
| Each student creates a visual resource demonstrating what one organisation does to improve humans’ wellbeing. The teacher could use guided questions such as: What are the aims of the organisation? What is their mission statement? Why was it created? When was it created? Where are their headquarters? Where else do they work? How are they improving wellbeing? Who is involved in fieldwork and other roles that directly improve wellbeing? | Students enhance their visual resource to include the different roles in the organisation and how these roles collectively contribute to the goal of improving wellbeing.  As an enrichment, a representative from one of the organisations could visit the class and share more information with students.  Students reflect on insights gained during the activity and how these insights might influence their career planning. |

Considerations when adapting the learning activity

* Teachers will be able to discuss the benefits of volunteering (for both the volunteer and the community) particularly when exploring the variety of roles in different organisations.
* Students will benefit from understanding that volunteer work helps them to build skills and networks, find out about industries, and participate in the workforce. This builds transferable skills that make them employable, and improves their knowledge of how a particular industry works, which they can draw on when thinking about other industries and exploring other opportunities.

Additional resources to help when adapting the learning activity

* Department of Foreign Affairs and Trade, [List of Non-Government Organisations in Australia](https://www.dfat.gov.au/aid/who-we-work-with/ngos/Pages/list-of-australian-accredited-non-government-organisations)
* A range of case studies from local and international not-for-profit NGOs: [Beekeeper Parade](https://beekeeperparade.com/), [STREAT](https://www.streat.com.au/), [Black Rainbow](http://www.blackrainbow.org.au/), [Share the Dignity](https://sharethedignity.com.au/donate-pads-tampons/), [Asylum Seeker Resource Centre](https://www.asrc.org.au/)

Benefits for students

Know yourself - self-development:

* Students broaden their understanding of not-for-profit organisations and the rewards of working to improve humans’ wellbeing, as an employee or a volunteer.

Know your world - career exploration:

* Students develop an understanding of some of the roles in various organisations that are working to improve humans’ wellbeing.
* Students enhance their ability to select, organise and represent data and information in different forms.

Manage your future - be proactive:

* Students improve their ability to make informed choices about how, through their behaviour and career choices, they can bring about change in other people’s lives and their own.