Embedding career education in the Victorian Curriculum F–10

History, Foundation–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:** History, Foundation–Level 2

**Relevant content description:** Identify examples of continuity and change in family life and in the local area by comparing past and present ([VCHHC056](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHC056))

**Existing activity:** Comparing and contrasting the toys their grandparents played with, with those of today.

**Summary of adaptation, change, addition:** Comparing and contrasting toy-making then and now and considering the range of jobs related to toys.

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 watch the video ‘100 years of toys’ (see Additional resources). Students identify their three current favourite toys and classify them into categories. These could include dolls, stuffed toys, action figures, construction toys, active toys, role play toys and electronic toys. A whole-class concept map can be developed to illustrate the types and range of toys.  | Teacher selects two or three varied toys from the concept map and invites students to pose questions about how they were made. Questions might include: What materials is the toy made from? What were the likely steps involved in making the toy? What people and jobs were likely involved in making the toy? Teacher leads a class discussion based on the questions posed. Students are invited to make hypotheses and provide reasons for their ideas. Teacher can prompt further thought by asking, ‘What makes you say that?’ |
| Students listen to ‘My grandmother’s toy box’ and complete the suggested activities (see Additional resources). | Students watch the videos ‘Traditional manufacturing of wooden toys’ and ‘Toy figurines | How it’s made (2015)’ (see Additional resources). Teacher leads a discussion about the similarities and differences between toy making then and now. Allow the scope of the discussion to include materials, the production process and the various jobs related to each part of the process. |
| As a class, develop a Venn Diagram comparing the toys in ‘My grandmother’s toy box’ with students’ own toys. Discuss the similarities and differences. | Develop a Venn Diagram demonstrating the continuity and changes between how Grandma’s toys were produced and how their own toys were produced.Teacher leads a discussion on continuity and change with a focus on the people/jobs involved in toy production. Prompt students with questions such as: What things have remained the same? What things have changed? Why do you think this is? Teacher may wish to extend the discussion to include a reflection on possible future changes in the toy-making industry. This would encourage thinking about possible future opportunities.  |

Considerations when adapting the learning activity

* Teacher will need to consider how to frame the questions posed to encourage historical thinking. When asking students to consider the range of jobs related to a specific toy, teacher may draw inspiration from Activity 1 of ‘My career exploration’, which outlines ways of assisting students to ‘see work’ in everyday items (see Additional resources).

Additional resources to help when adapting the learning activity

* [100 years of toys](https://www.youtube.com/watch?v=EDAPaEVr1Hk)
* [My grandmother’s toy box](https://museumsvictoria.com.au/learning/little-history/my-grandmothers-toy-box/)
* [My grandmother’s toy box activities](https://museumsvictoria.com.au/learning/little-history/teacher-support-materials/my-grandmothers-toy-box-activities/)
* [Traditional manufacturing of wooden toys](https://www.youtube.com/watch?v=kwozInrGog0)
* [Dolls factory: How dolls are made (1968)](https://www.youtube.com/watch?v=UZhhxx5q5zs\)
* [Toy figurines | How it’s made (2015)](https://www.youtube.com/watch?v=w5KRawOXy4U)
* [My career exploration](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/careers/exploration/MyCareerExploration-Yr7Lesson4%20Sept%2019.pdf)

Benefits for students

Know yourself – self-development:

* Students understand, share and value their ideas by posing questions and generating hypotheses.

Know your world – career exploration:

* Students develop their capacity to understand the changing nature of jobs.

Manage your future – be proactive:

* In learning about the work that lies behind any everyday item, and reflecting on what people do for work, students begin to understand that work is an important aspect of most people’s lives and that it contributes to the successful functioning of a community.