Embedding career education in the Victorian Curriculum F–10

History, 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:** History, Levels 5 and 6

**Relevant content description:** The effects of a significant development or event on a colony ([VCHHK090](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK090))

**Existing activity:** Investigating the introduction of overland telegraph in Victoria and South Australia and evaluating its impact on daily life at the time.

**Summary of adaptation, change, addition:** Considering the legacy of the overland telegraph to telecommunication and the effect on work opportunities and daily lives that have arisen as a result.

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 learn about the development of electric telegraph technology in Britain and America in the 1830s, then examine the role of two individuals in introducing the electric telegraph to Australia:   * Samuel Walker McGowan – Victoria (first electronic telegraph in Australia) * Charles Todd – South Australia (overland telegraph between Adelaide and Darwin). | Teacher extends the existing activity by asking students to identify the telecommunications they use in their everyday lives and consider the range of devices and applications they use. How do these devices help them communicate? Do they communicate differently depending on the device being used?  In pairs, students consider the legacy of telecommunications on contemporary society by viewing video excerpts (see Additional resources) and developing a timeline of the development of telecommunications in Australia. Teacher should highlight the move from wired to wireless telecommunications and link to the concept of change being a part of life.  Paired students use a triple Venn diagram to compare and contrast the telecommunications available to their grandparents, parents and themselves. Students discuss changes and continuities. |
| As a class, view ‘[Constructing Australia: A Wire Through the Heart](https://www.nfsa.gov.au/collection/curated/constructing-australia-wire-through-heart-race-top)’ (see Additional resources). Identify the roles of Charles Todd and his companions, and list some of the activities that these roles might have required. Compile a list of challenges they faced in constructing the overland telegraph. Identify ways they attempted to address these challenges and then evaluate their success.  Students analyse a range of primary sources and create a concept map to identify and classify the jobs created as a result of the construction of the overland telegraph line between Adelaide and Darwin. | Teacher leads a discussion that includes exploration of the range of telecommunication jobs/careers today. As a class, students generate a concept map identifying and classifying them. Compare and contrast this with their Venn diagram and discuss the changes and continuities: How have telecommunication jobs changed? How have they stayed the same? What challenges do people who work in telecommunications face? Are they different to the challenges Todd faced in constructing the overland telegraph? In what ways? |
| Students evaluate the positive and negative impacts of the overland telegraph on the lives of everyday Australians. They should consider jobs, new settlements, impact on Aboriginal and Torres Strait Islander communities, communication, colonial links, etc. | As an extension, students consider the ways in which telecommunications and telecommunication workers affect their daily lives. Students could discuss the following with a family member or guardian and report back to the class: Have telecommunications become more significant than they were in the past? Why/why not? What are the positive and negative effects of living in a wireless world? Providing students with a concrete example linked to a specific set of jobs might be useful here. For instance, what happens when you lose wi-fi connection? Who do you contact? How many different jobs are related to ensuring we have accessible wi-fi?  Students are encouraged to reflect on what they know of the telecommunications jobs discussed, and if there are things about the jobs they find interesting. |

Considerations when adapting the learning activity

* Teacher should make clear links between the significance of the overland telegraph, its legacy to modern society and its relevance to jobs in telecommunications today (i.e. links between past and present).
* Teacher could prepare a concept map of contemporary telecommunications jobs and categories in advance to guide class discussion and activity.

Additional resources to help when adapting the learning activity

* NBNCo, [The history of telecommunications in Australia](https://www.nbnco.com.au/content/dam/nbnco/documents/education-history-fact-sheet.pdf)
* [The history of telecommunications (in just 3 minutes)](https://youtu.be/dLzgRU25tXM?t=60)
* [Constructing Australia: A Wire Through the Heart](https://www.youtube.com/watch?v=TPFSdX9r_Gk)
* Chron, [Types of jobs in telecommunications](https://work.chron.com/types-jobs-telecommunications-16729.html)

Benefits for students

Know yourself – self-development:

* Students consider how communication and the devices used affect their daily lives.

Know your world – career exploration:

* Students develop their ability to locate and organise information effectively.
* Students learn about the range of contemporary jobs in telecommunications.

Manage your future – be proactive:

* Students understand that change is a natural and positive part of life and learn about the need to be adaptable.