Embedding career education in the Victorian Curriculum F–10

History, 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:** History Levels 9 and 10

**Relevant content description:** Significant effects of the Industrial Revolution, including global changes in landscapes, movements of people, development and influence of ideas, political and social reforms, and transport and communication ([VCHHK132](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHHK132))

**Existing activity:** Examining the changes the Industrial Revolution brought to industry and agriculture and how these shaped employment opportunities for different groups of people at the time

**Summary of adaptation, change, addition:** Considering how periods of great change affect professions and what this might mean for the work people engage in

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

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| Existing learning activity | Adaptations, changes or extensions that can be made |
| Teacher leads a discussion on the changes the Industrial Revolution brought to industry (automation, mass production, and the assembly line) and agriculture (enclosure and privatisation). | Students reflect on the roles of the people involved in these processes. For example, they might list all the people involved in the production of a single item, such as fabric (industry) or flour (agriculture), both before and after the Industrial Revolution and discuss what changed and what stayed the same, and why. |
| Students consider what changes during the Industrial Revolution meant for people at the time. They research to gather, organise and analyse primary sources that demonstrate the impact on employment opportunities for different ages, genders, locations and classes of people. Students generate a concept map highlighting the range of jobs associated with each group. | Students extend their analysis by classifying jobs into the following categories: jobs that survived the Industrial Revolution largely unchanged; jobs that survived the Industrial Revolution by adapting; and jobs that emerged because of the Industrial Revolution, and those that ceased to exist |
| Using a [Living Graph](https://historyrocks.co.uk/5-teaching-ideas-for-continuity-and-change/) (see Additional resources), students evaluate the level of change the Industrial Revolution brought to the work lives of different groups of people. Were some groups more affected than others? Were some groups better able to leverage change in their favour? Why? What characteristics might these groups have shared? | Students examine another period of great change: the COVID-19 Pandemic. They read article ‘How the coronavirus crisis is redefining jobs’ and discuss the general work practice changes across different professions. Teacher leads a brainstorm focusing on the impact of COVID-19. Are some professions more affected than others? Why?  Students choose a profession or industry that interests them and explore the impact of COVID-19 on entry to that profession. How might jobseekers adapt to these changes? |
| Students research the innovations people came up with in response to dramatic changes during the Industrial Revolution. These could include technological innovations, but also changes to the ways people worked to increase production. Discuss the positive and negative consequences of these innovations. For example, new machines were used create textiles, but children often worked in these factories performing dangerous tasks. | Students discuss innovations that might come out of the COVID-19 pandemic. These might include changes to technology and the way people work, as well as new jobs. Encourage students to consider the potential positive and negative consequences of these innovations. |
| Students reflect on the lessons we can learn from the Industrial Revolution by considering its legacy on the workforce. | Students reflect on the lessons we can learn from the positive innovations resulting from the COVID-19 pandemic. How might it influence their career choice and pathway into a profession of interest? |

Considerations when adapting the learning activity

* Teacher may need to research the impact the Industrial Revolution had on jobs and prepare a list of jobs that ceased, adapted, remained unchanged and were newly created.
* Teacher should locate and pre-read resources to complement their understanding of the impact of the COVID-19 pandemic, and be aware that discussion might distressing for some students.
* Teacher should support students to view unexpected change to work as something that has always occurred, and encourage students to think adaptively as they prepare for their own careers.

Additional resources to help when adapting the learning activity

* Harvard Business Review, [How the coronavirus crisis is redefining jobs](https://hbr.org/2020/04/how-the-coronavirus-crisis-is-redefining-jobs)
* The Conversation, [What the Industrial Revolution really tells us about the future of automation and work](https://theconversation.com/what-the-industrial-revolution-really-tells-us-about-the-future-of-automation-and-work-82051)
* Forbes, [The coronavirus effect: Here are the jobs that will be added and lost](https://www.forbes.com/sites/jackkelly/2020/03/19/the-coronavirus-effect-here-are-the-jobs-that-will-be-added-and-lost/#641a96302a1c)
* Active History, [Living Graph](https://www.activehistory.co.uk/updates/cause/living-graph-2/)

Benefits for students

Know yourself – self-development:

* Students identify professions or industries of interest to them when considering a profession or industry affected by the COVID-19 pandemic.

Know your world – career exploration:

* Students learn more about the changing nature of work and the need to be adaptable.
* Students develop research skills by exploring employment through history, which can support exploration of the labour market.

Manage your future – be proactive:

* Building an understanding of how the labour market shifts in times of great change encourages students to embrace change and find and use opportunities.