Embedding career education in the Victorian Curriculum F–10

Civics and Citizenship, Levels 3 and 4

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:** Civics and Citizenship, Levels 3 and 4

**Relevant content description:** Explain the roles of local government and some familiar services provided at the local level ([VCCCG003](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCG003)).

**Existing activity:** Researching the services that local government provides, such as pools, libraries, parks, environment and waste.

**Summary of adaptation, change, addition:** Exploring the roles involved in the provision of services researched.

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 provides students with a list of services provided by local government, such as libraries, health centres, environment and waste management, parks, pools and sport facilities, arts hubs, and pet management. | Students brainstorm the types of jobs that are associated with these services, such as librarian, medical professionals, garbage workers, gardeners, lifeguards.Teacher explains how these jobs are all part of local government, and that in addition to the jobs that they see at the services (that they may have brainstormed), there are lots of ‘invisible’ jobs in local government, such as those related to finance, management and administration. |
| Students use their local council website to research a service that the council provides, or visit a local facility (e.g. library, pool, park) on the weekend with their parents/carers to research the services provided.Students then report back to the class about something they can do in their local area because it is provided by the council. Students discuss how to access the service, what the service does, and who the service is for. | Teacher organises an interview with someone who works for local government. Students brainstorm a list of questions about the interviewee’s work, career pathway, how their job relates to other positions in local government, challenges and rewards of their job, and so on. The interviewee could visit the class to answer questions or the class could email the questions and ask the interviewee to reply to the email. Doing interviews via email would allow the class to interview multiple people and compare answers. |

Considerations when adapting the learning activity

* Teacher could consider drawing on the school’s parents to find someone who works for the local council who could speak to the class.
* School policy regarding excursions and school visits will need to be followed for this activity.

Additional resources to help when adapting the learning activity

* Know your council, ‘[Find your council](https://knowyourcouncil.vic.gov.au/councils)’

Benefits for students

Know yourself - self-development:

* Learning about different jobs can help students develop self-awareness about the types of careers that might suit their emerging skills and interests.

Know your world - career exploration:

* Researching services provided by the local council will expose students to careers they might not have been aware of, and prompt them to think about the ‘invisible’ jobs that keep our society running, such as waste collection.
* Interviewing someone about their job can help students learn more about what different jobs entail.
* Interviewing someone about the challenges and highlights of their job choice, as well as their career pathway, provides students with a role model for a career they might not have previously considered.

Manage your future - be proactive:

* Interviewing someone about their job, and presenting their findings to the class, can help students to build their communication skills.
* Planning what to ask their interviewee will help students to understand ways of seeking and gaining information, and develop organisational skills.