Embedding career education in the Victorian Curriculum F–10

Civics and Citizenship, 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:** Civics and Citizenship, Levels 5 and 6

**Relevant content description:** Explain how and why laws are enforced and describe the roles and responsibilities of key personnel in law enforcement, and in the legal system ([VCCCL013](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCL013))

**Existing activity:** Identifying and researching the different people associated with law enforcement and the legal system.

**Summary of adaptation, change, addition:** Role-playing as a police detective by conducting a scavenger hunt to solve a ‘mystery’, and reflecting on what skills and attributes made them effective in this role.

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 are given a mystery to solve and must act as a police detective gathering evidence to solve it. For example, students could be asked to investigate a missing item from the classroom (such as a missing classroom decoration), with clues left by the teacher (such as footprints, clothing left behind, etc.).  After investigating the clues, the students present their conclusions to the class about what happened, and the class votes on who had the most convincing evidence.  Students participate in a class discussion about how and why laws are enforced. Teachers may scaffold the conversation with questions such as:   * What would life be like if people could take other people’s things whenever they wanted – would this be good? * Why do you think we have laws against things like this? How do we enforce/follow this law? * What would happen if we had rules or laws that were not enforced/followed? * Can you list any other reasons why laws need to be enforced/followed? * Whose job is it to make sure laws are followed? * What sorts of things do police officers do?   Students list personnel responsible for law enforcement such as Police Officers, Detectives, Border Force, Customs Officers, Judges, Lawyers and various protection officers such as Child Protection officers and Environment Protection Officer. Students select one to investigate using the following questions:   * Describe their role and responsibility * How do they enforce laws? * Why do they enforce laws? * What is the most important attribute of this law enforcer? | The teacher asks students if they enjoyed the process of investigating and gathering evidence, and whether they think that a job in law enforcement would be a job they might enjoy doing when they grow up.  Students then participate in a brainstorm exploring what attributes a good police officer would have in order to be successful at their job.  After brainstorming their ideas, the students should create a drawing of a police officer, with labels showing the qualities they should have (for example they might label strong arms, or quick thinking on the head, or label the heart to show police should be caring). Students compare their list of attributes with the list on [the Victorian Police: Who we are looking](https://www.police.vic.gov.au/who-we-are-looking) for webpage.  The teacher should ask students to reflect on whether they have any of these attributes themselves, if they think they would make a good police officer, and if this type of work connects to their own interests, skills, and values.  Teacher may consider using educational programs from the Victoria Police Museum or a visit from a local police officer or [the Law Foundation of Victoria](https://victorialawfoundation.org.au/) to supplement this activity.  Teacher may also help students make additional connections between the skills they have practised and later life by helping them to explore what other roles beyond those directly related to the activity might require a similar skill set. For example, in what other workplaces would it be helpful to be good at keeping and analysing records? |

Considerations when adapting the learning activity

* The Victoria Police Museum runs educational programs based on their collections which may supplement this activity. Teachers could also contact their local police station to see if an officer could visit the class and share information on collecting evidence with students.

Benefits for students

Know yourself – self-development:

* Students will experience some aspects of what it might be like to work in law enforcement. This can assist in developing self-awareness about whether this sort of experience would be fulfilling or challenging for the student.

Know your world – career exploration:

* Researching different jobs associated with law enforcement provides students with the opportunity to connect their learning with the world of work, and also allows them to broaden their understanding of the types of careers that are available.

Manage your future – be proactive:

* Having to report back to the class and attempt to persuade other students allows students to develop their communication skills, and their capacity to present themselves well. Students can be taught about how these are important employability skills in law enforcement and other fields of work.