Embedding career education in the Victorian Curriculum F–10

Critical and Creative Thinking, Levels 7 and 8

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:** Critical and Creative Thinking, Levels 7 and 8

**Relevant content description:** Consider how problems can be segmented into discrete stages, new knowledge synthesised during problem-solving and criteria used to assess emerging ideas and proposals ([VCCCTM042](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTM042))

**Existing activity:** Using a variety of different methods to represent ideas.

**Summary of adaptation, change, addition:** Using a variety of different methods to represent ideas to justify thinking during a mock business proposal.

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 designs a unit, using elements from within ‘Found Art’ (see Additional resources), to allow students to plan and communicate a message. For example, students might decide to use rubbish from their local beach to create an environmental display as part of a campaign to get people to look after the health of their local area. | Students are asked to become ‘inventors’ and design something new that will help improve the world. Students are expected to understand and move through the design thinking process and, at each stage, justify and explain their reasoning for the choices that they are making about the design and significance of their invention. The target audience for the invention is identified at this stage.  Alternatively, teacher presents students with a real-word issue in the school or community and asks them to design an improvement, following the same process. |
| Teacher guides students through the project, teaching applicable elements, concepts and processes to enhance the outcome of the project. | Teacher assists students to design an agreed set of criteria that will be used to evaluate the invention in meeting the aim of ‘improving the world’. Criteria may include improving economic hardship; improving environmental sustainability; improving the quality of citizens’ lives. |
| The project follows through the design thinking process, at each stage offering opportunities for students to justify their thinking and the choices that they are making. | Students design various representations that will be used to ‘sell’ their invention. This may include the design or prototype, advertising, relevant data and statistics, costings or a short documentary that advertises the product. These representations should explicitly reflect the students’ justifications for their inventions. |
| Teacher assesses the plan based on its application of the concepts and elements taught during the project. | Teacher and/or students facilitate a mock ‘Shark Tank’ panel to evaluate the inventions based on the relevance to the agreed criteria.  To conclude, students reflect on the importance of justifying ideas and how a firm knowledge of justification and the significance of the criteria used can assist when selling them to a target audience.  Teacher encourages students to reflect on other situations in life when the ability to break problems into stages, and to assess and justify ideas will be useful. They may make notes in a career-planning tool such as an e-portfolio about how they think they can continue to practise these skills. |

Considerations when adapting the learning activity

* The interdisciplinary potential for this activity is strong. For example, applying the ‘Shark Tank’ model could be reworked and applied so students can explain and justify their hypothesis for a science experiment; plan and prepare a meal for a target audience; explore and explain an art project and the process of creation. Thinking about one’s curricular area and applying the relevant critical thinking tools associated within that field (such as justification, analysis, explanations and hypothesis) will make the link clear between problem solving within a field and promoting it to an audience within that field.
* If undertaking a real-world issue, the teacher much lead students to consider and negotiate the complexities of different groups with a shared and vested interest in finding a novel solution to an existing problem.

Additional resources to help when adapting the learning activity

* FUSE, [‘Found Art’ unit](https://fuse.education.vic.gov.au/?UJLLM4)

Benefits for students

Know yourself – self-development:

* Students improve and refine their communication skills, in several technologies, and their capacity to respect and respond to differences of opinion.
* Students build resilience and adaptability through learning from mistakes, responding to challenges and revising thinking in light of new information.

Know your world – career exploration:

* Students develop their capacity to use a variety of technological tools to research, design and communicate their thinking.

Manage your future – be proactive:

* Students develop their capacity to plan and manage, design creative solutions and weigh up options when working through the steps of a project.
* By either working on hypothetical or real-world projects, students can identify changes to show initiative and enterprise.