Embedding career education in the Victorian Curriculum F–10

Critical and Creative Thinking, Levels Foundation to 2

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 Foundation to 2

**Relevant content description:** Consider personal reactions to situations or problems and how these reactions may influence thinking ([VCCCTQ002](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTQ002))

**Existing activity:** Thinking about how different people may react differently to an identical situation.

**Summary of adaptation, change, addition:** Linking feelings and personal preferences to suitability for different careers.

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 |
| Through a picture story book such as *Where the Wild Things Are* by Maurice Sendak, teacher guides a discussion prompting students to think about how they would feel if they were in the story. For example, teacher could ask, ‘Would you feel sad if you were sent to bed without your dinner?’ or ‘What would you do if you landed on an island full of monsters?’ | Activity introduction runs unchanged. |
| Teacher returns to the picture story book and rereads the story while prompting students to gesture as to whether they would think/feel/react in the same way as the character, or in a different way. Similarities and differences are explored while encouraging students to give reasons for their thoughts. Teacher helps students to articulate how their feelings would shape the way they think about the monsters. For example, Max *felt* angry when the monsters roared – did he then *think* negatively about the monsters? How might different reactions affect the way students think about the monsters? | To extend this, teacher organises a simple collection of images with associated stories from real or fictional people in the workplace. Students view the images and speculate on the possible emotions that workers might be feeling in these jobs. Students are also prompted to think about how they would feel if they were ‘a … for a day’. Some examples include:   * ‘This is Andy. Andy is a nurse who cares for sick people in a hospital. Annie says that to be a nurse he needs to feel brave. How would you feel if you were a nurse for a day?’ * ‘This is Frankie. Frankie is a taxi driver. Frankie says that to be a taxi driver you need to be able to stay up very late and work long hours away from your family and friends. How would you feel if you were a taxi driver for a day?’ * ‘This is Li. Li looks after sick animals at the vet’s clinic. Li says that to be a vet you need to be able to be resilient, even when an animal gets sick. How would you feel if you were a vet for a day?’ |
| Teacher facilitates a short discussion on the following questions, ‘Why might people react or feel differently about the same scenario?’ and ‘How might their feelings make them respond differently?’ Teacher might like to continue to explore fictional accounts from literature or use real world examples from the students and scenarios in the classroom. | Teacher facilitates a short discussion on the following questions, ‘Why might people be able to do some jobs and not others?’ and ‘What is the link between how we feel and the choices we might make related to the jobs we may choose to do?’  If students are struggling to make the link, teacher could ask prompting questions such as, ‘Would someone who has no patience for children make a good teacher? Would someone who is afraid of animals want to be a vet? Would someone who is too afraid to look after sick people likely become a nurse?’ Explore examples to build understanding and explore ideas. |

Considerations when adapting the learning activity

* It is very important that the examples given for the work-based scenarios do not reinforce or introduce any limiting stereotypes associated with various career roles. Teacher may wish to view the two-minute video ‘Redraw the Balance’ as a professional learning prompt, and will then need to consider the specific characteristics of their students’ social and demographic backgrounds. Career-related learning at these levels is aimed at expanding students’ understanding of what work is and what possible opportunities might be possible.
* The adaptations and extensions of the existing activity will require some advance planning. The teacher could use something simple such as a quick survey of ‘Who else might feel this way?’ to present differences when discussing personal opinions and emotions in a class. The main consideration that will shape the adaptation is the time the teacher can dedicate to this activity, as exploring these ideas could be achieved in as little as one session or over several weeks.

Additional resources to help when adapting the learning activity

* Where the Wild Things Are, Maurice Sendak, HarperCollins, 1963.
* [Inspiring the Future - Redraw the Balance](https://www.youtube.com/watch?v=qv8VZVP5csA)

Benefits for students

Know yourself – self-development:

* Students begin to identify what makes them similar to and different from other people, enhancing their self-awareness.
* Students can recognise how to show respectfor other people’s opinions and feelings.

Know your world – career exploration:

* Students begin to think about the relationship between an individual’s character and values,and their chosen careers.
* Students begin to explore different work rolesand speculate on possible reasons for how individuals got into their current job.

Manage your future – be proactive:

* Students begin to look at the world of workand think about what kinds of work they might like to do.
* Students begin to notice journeys to careers and that career pathways can be managed over a lifetime.