Embedding career education in the Victorian Curriculum F–10

Design and Technologies – Food specialisations, 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, sub-strand and levels:** Design and Technologies – Food specialisations, Levels 5 and 6

**Relevant content description:** Negotiate criteria for success that include consideration of environmental and social sustainability to evaluate design ideas, processes and solutions ([VCDSCD041](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD041))

**Existing activity:** Exploring what is meant by the term ‘good food’ by devising criteria for evaluation of a food product.

**Summary of adaptation, change, addition:** Comparing the concept of job selection criteria with ‘criteria for success’ of a food product.

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 familiarises students with evaluation as a component of creating designed solutions, key to determining the success of a product.  | Teacher introduces the idea of criteria for success of a food product by firstly examining the idea of ‘criteria’ in different contexts, including ‘selection criteria’ for job applicants. Students first brainstorm jobs in the food industry (cooks, chefs, kitchen hands, caterers) and/or in food-related environments students are more familiar with, such as the family kitchen. Then, with teacher guidance, students list qualities and skills needed to be successful and effective in those roles. Teacher explains the qualities needed for success as ‘selection criteria’. |
| In the context of food design, teacher asks: ‘What makes a product successful enough to be termed “good” food?’ Students devise ‘criteria for success’ – a list of guidelines for what should be considered and achieved when creating a food product. Criteria should be clear and straightforward. They can be devised according to specific resources, cultural needs, taste preferences and curriculum parameters, such as nutrition and sustainability. Criteria may relate to budget, dietary requirements, time limitations, personal tastes, or goals, such as the use of fresh ingredients.  | After students negotiate their evaluation criteria for a ‘good’ food product as per the existing activity, they discuss as a class whether there are any similarities between the two lists. Both are likely to refer to factors such as working to a plan, budgeting, using time effectively, and teamworkIn negotiation with teacher, students devise a job-related criterion to add to their food product ‘criteria for success’. For example, it might relate to time management or planning abilities, call for a particular food preparation skill or technique to be used, or emphasise the importance of teamwork.With this criterion, students link their food knowledge, experience and/or skill to the perceived success of the product and to the world of work.  |
| Teacher assesses understanding of setting criteria for success, and students’ ability to evaluate whether criteria have been met. | Teacher assesses students’ recognition of how the attributes they bring to the work they do at school could transfer into the world of work.Some form of verbal and visual reflection related to this should be integrated into the last stages of the activity to ensure students make this link for themselves. |

Considerations when adapting the learning activity

* Teacher will need to consider and set the scope of how deeply to explore the idea of selection criteria with young students. If teacher introduces ‘real-world’ selection criteria, they should limit it to a generalised, short list. This may still require some discussion and explanation, for example ‘has experience’ means ‘has done work like this before’.
* The career-related learning need not be focused on the food preparation itself. Many of the relevant employment skills will be more general, such as working to a deadline, working cooperatively with others and ability to plan and adapt.

Additional resources to help when adapting the learning activity

* [Entry-level job ads](http://www.jobsforyouth.com.au) (can be used as reference when introducing concept of selection criteria)

Benefits for students

Know yourself – self-development:

* Exploring how their own experience, skills and aptitude contributes to the success of a task helps students to know themselves by building self-awareness and maintaining a positive self-concept.
* Tailoring the criteria for success of a food product to include work-related factors demonstrates adaptability, assisted by effective communication skills in class discussion and brainstorming.

Know your world – career exploration:

* Investigating the concept of selection criteria for job advertisements enhances understanding of work.
* The adaptive thinking of this exercise helps students to build skills and knowledge that are part of lifelong learning, with potential to contribute to good outcomes in training and education.

Manage your future – be proactive:

* Students are thinking critically and creatively and making decisions as they consider which job selection criteria may influence the success of their food product.
* Through recognition that even very young people possess skills, knowledge and experience valued by employers, this activity provides insight into planning and building careers, as well as the intersection and balance of work and life roles.