Embedding career education in the Victorian Curriculum F–10

Economics and Business, Levels 9 and 10

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:** Economics and Business, Levels 9 and 10

**Relevant content description:** Explain why and describe how people manage financial risks and rewards in the current Australian and global financial landscape ([VCEBC023](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEBC023))

**Existing activity:** Research financial risks such as scams and identity theft. Create a resource informing the public of specific strategies to be adopted in order to avoid a particular scam.

**Summary of adaptation, change, addition:** Explore roles that contribute to the creation of resources that help people better manage financial risks.

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 facilitates class brainstorm to develop list of types of activities that might be financial risks. Examples of prompts: ‘How do people lose money?’. What types of scams have you heard about? Students then use the ACCC Scamwatch website to research common financial scams generally and one scam particularly.  | Teacher provides a list of organisations that exist to help people manage financial risk, for example, financial managers/planners, banks, Consumer Affairs Victoria, Australian Competition & Consumer Commission.Students visit websites for one organisation to research the work done in financial risk management. Students share findings with the class.A visual summary of each organisation, its role, and services offered is prepared and displayed. |
| Students are provided with options for presentation of research about a specific financial scam. Possibilities include:* creating a poster
* writing a news article/blog post
* creating a graph showing recent statistics about financial scams.

Students present this to the class and discuss similarities and differences between the types of scams presented. Followed by strategies to avoid scams in general. | Students identify whose job it might be to produce the type of resource they created. Roles could include researcher, writer, graphic designer, marketing manager, copywriter/editor, as well as finance-related jobs.Students research specific organisations that might employ people to create this type of resource and what career paths are involved. Also, which skills, education, training and experiences would be involved?To do this, students might visit a job advertisement website and search for ‘financial risk management’ to find relevant job ads. When presenting their resource, students explain findings on the career element of the activity. Teacher then leads a discussion on the wide range of roles that contribute to managing risks and rewards in the financial landscape. |
|  | As an extension, students reflect on personal skills, interests and experience and compare these to those in the jobs they have learnt about via research. Teacher may scaffold student reflection by posing the following questions during class discussion:* What skills do you already have that could be used in this job?
* What skills are you able to build at school or by doing your hobbies that you could use in this job?
* Would you like to do this job? Why or why not? Does your answer have anything to do with the skills you already have?
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Considerations when adapting the learning activity

* Teachers may prepare by initial research of a specific and related career path in broad terms. This could be discussed and shown to students as an illustration / example. Financial risk management is both an interesting and expanding industry, many students won’t have considered opportunities within this industry or how these relate to potential career interests.
* After completion of the resource, students reflect on the employability skills they have demonstrated/acquired through creating this. Students could then be provided with a general list of employability skills if scaffolding is required (see Additional resources). The insight gained through these reflection activities can subsequently be used to update a career action plan in an e-portfolio, set study or work goals, explore work experience options, or update a résumé.

Additional resources to help when adapting the learning activity

* ACCC, ‘[Scamwatch](https://www.scamwatch.gov.au/)’;
* Consumer Affairs Victoria, ‘[Resources – Scams](https://www.consumer.vic.gov.au/resources-and-tools/scams)’
* Youth Central, ‘[8 job skills you should have’](https://www.youthcentral.vic.gov.au/jobs-and-careers/plan-your-career/8-job-skills-you-should-have);
* VCAA, ‘[Career education skills and attributes](https://www.vcaa.vic.edu.au/curriculum/CareerEducation/Pages/WhatDoStudentsNeedtoLearn.aspx)’

Benefits for students

Know yourself – self-development:

* Through identification of specific jobs involved in the creation of these types of resources, and relating the tasks and skills required in specific roles to their personal skills and interests, students develop greater self-awareness.

Know your world – career exploration:

* By identifying whose job it would be to create these resources, students can reflect on the variety of career opportunities and career skills that are developed through class work in doing these jobs. Enhancing the connection between their learning and the world of work.
* By creating a poster, graph, news article or blog post, students experience work and develop skills in using information and technology effectively.

Manage your future – be proactive:

* Students can reflect on additional skills they will have developed through completing this task, especially the employability skills. These can then be incorporated into their résumé.
* As students share their findings about a specific skill set that contributed to the creation of a resource, and discuss their findings with peers, they learn and explore the ways a variety of roles and job types need to work cooperatively within workplaces in order to complete projects. The interdependence of career types could then be considered. This will assist to consider the importance of teamwork and people skills within a workplace and how they might personally adapt to a workplace requiring them to work well with others.