Embedding career education in the Victorian Curriculum F–10

Ethical Capability, Levels F–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:** Ethical Capability, Levels F–2

**Relevant content description:** Explore the effects that personal feelings can have on how people behave in situations where ethical issues are involved ([VCECD003](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCECD003))

**Existing activity:** Exploring the personal feelings and decision-making of characters who are facing a shared ethical issue.

**Summary of adaptation, change, addition:** Identifying personal feelings and expressing individualism to explore a variety of jobs and how they can connect with personal preferences.

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 reads *The Big Orange Splot* by Daniel Pinkwater to the class. Students respond to ethical issues evident in the text. Teacher can prompt students using questions such as:   * How do you think Mr Plumbean felt when people in his street told him they did not like his house? * Was it okay for Mr Plumbean to paint his house without permission from his neighbours? How might have they have felt seeing his house change so dramatically? * How might Mr Plumbean have been feeling as he continued to decorate his house while more and more people voiced their disagreement? * How do you think the feelings of the characters changed the way they acted? * Was it okay for the neighbours to request Mr Plumbean return his house to its original colour so it could be like all other houses in the street? * Why did each neighbour change how they felt about Mr Plumbean’s house? * Was it okay for each house to be original instead of all the same? | Teacher asks students to list the jobs they know. Teacher writes the list on the board, and helps students to broaden their awareness of jobs available, and that most jobs are not restricted to any one type of person (See ‘Inspiring the future – redraw the balance’ video in Additional resources). Students discuss what they know about the jobs on the list, including the things people do in those jobs and why.  Teacher asks, ‘What job might you like to have when you are older?’  As students share their ideas, teacher prompts students to think about how being in that job might make them feel. For example, if a student says they want to be a firefighter and that they might feel brave when putting out fires, other students can respond with how they would feel instead. Teacher can list the similarities and differences between student responses and elicit reasoning by asking questions such as, ‘Why do you think you would feel that way?’.  Teacher prompts students to consider how their feelings might affect their actions. For example, a firefighter might feel scared because fires are dangerous, but they would combat this by wearing and using protective equipment. |
| Students design their own ‘house made of dreams’ and share their houses with the rest of the class, displaying what the whole class’ ‘street of dreams’ would look like. Students share how they felt about their dreams and what influence this had on their design. The class reflects together on how these feelings can influence hopes for others accepting their designs. | Students design a ‘job of their dreams’ and share this with the class. Students are supported to make links between the ‘job of their dreams’ and their feelings – for example, someone who loves animals might feel happy to work with animals every day as a vet, but sad when animals are very sick. Students then talk about their peers’ responses, and how they would feel to work in those jobs. Someone who was scared of big dogs might not be happy to work as a vet, and they can identify that being a vet is not their dream job. |
| Teacher asks, ‘How might we feel if we try to be like everyone else? Is it better to be unique or to be like everyone else?’  Teacher prompts students to think about how they would feel if they were singled out for being different. Would they feel uncomfortable or excited? Would this make them behave differently? Should people care about being different? Why or why not? | Teacher extends the reflection to discuss careers or jobs that may relate to the idea of being different (linking back to the Redraw the Balance video). For example, if someone from one group was in a job that was mostly done by a different group of people, how would they feel? How would other people like them feel to see them doing that job? |

Considerations when adapting the learning activity

* This activity can easily be adapted to suit many children’s stories that affirm authenticity, uniqueness and individuality. Moreover, this session could be extended over several lessons or weeks and the associated activity could be adapted as appropriate.
* This activity would make an excellent addition to the Personal and Social Capability Levels 1 and 2 document ([VCPSCSE009](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE009)) on identifying personal strengths and developing career aspirations.

Additional resources to help when adapting the learning activity

* [*The Big Orange Splot*, Daniel Pinkwater, 1977](https://www.scholastic.com/teachers/books/the-big-orange-splot-by-daniel-manus-pinkwater/)
* [Inspiring the Future – Redraw the Balance](https://www.youtube.com/watch?v=qv8VZVP5csA) (YouTube video)

Benefits for students

Know yourself – self-development:

* Students acknowledge the similarities and differences between themselves and others.
* Students learn how to affirm their own feelings even when they are confronted with other points of view.

Know your world – career exploration:

* Students think about the reasons why people follow different career pathways, and how their own interests and feelings can influence their career pathways.
* Through being scaffolded to reconsider who can do what jobs, students broaden their understanding of what is possible.

Manage your future – be proactive:

* Students learn about work and may consider jobs that they had already unconsciously dismissed.