Embedding career education in the Victorian Curriculum F–10

Geography, 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:** Geography, Levels 7 and 8.

**Relevant content description:** Factors that influence the decisions people make about where to live and their perceptions of the liveability of places [(VCGGK111)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK111).

**Existing activity:** Brainstorming about why people live where they do, and what external factors may change perceptions about how safe or liveable a place is.

**Summary of adaptation, change, addition:** What and who determine liveability.

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 leads discussion on the concept of ‘liveability’, using the following definition from the Australian Curriculum website: **Liveability**: An assessment of what a *place* is like to live in, using particular criteria, for example, environmental quality, crime and safety, education and health provision, access to shops and services, recreational facilities and cultural activities. |  |
| Teacher details the factors of liveability for students. Students find images and make a collage/mood board about an area of high liveability. Teacher/students use the indicators of Stability, Healthcare, Culture, Environment, Education and Infrastructure created by the [Economist Intelligence Unit](https://www.eiu.com/topic/liveability): Global Liveability Index to help formulate areas of inquiry. | Students are encouraged to consider who created the indicators, and why was there a need to determine whether a city is liveable or not.  |
| Class uses a case study approach to discuss a place that is regarded as one of the most liveable places. Students consider questions such as, ‘What would they rate it?’, ‘Why would they give it that rating?’, ‘What did it actually score?’ As a class, students look at variances between scores.Students consider what could be done to overcome a negative liveability rating. Teacher introduces the concept of ‘management response’ and leads students to create a management response to address a negative liveability rating.  | Students are extended to consider who controls liveability in each area. What roles influence *perceptions* of liveability, and liveability factors? Roles that can be considered include real estate agents, photographers, urban planners, local council, small business owners, traffic engineers, and social media influencers. Students select one of the career roles identified earlier and consider what the role entails, how someone in that role could improve liveability, and why they would want to improve the liveability rating. Students create a response about one way that someone in that role could improve the liveability of a specific place. This will develop a greater understanding of how certain careers can create more employment due to improved liveability (e.g. improved liveability might lift tourism.) |
| Teacher leads a discussion on why liveability factors may specifically influence the places people live or their perception of where they live. | Students reflect on the relationship between careers and the concept of liveability. They consider how their perceptions of where they live are influenced by the work of other people.  |

Considerations when adapting the learning activity

* Teacher should be prepared to help students as they explore the various roles that influence an area’s liveability, and perceptions of liveability. Urban planners, traffic engineers, real estate agents, builders, local council, soil specialists, architects and others contribute to improving a place’s liveability. Marketing, advertising and social media can also impact a place’s perceived liveability.

Additional resources to help when adapting the learning activity

* Australian Curriculum, Geography: ‘[Liveability](https://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/geography/?strand=Geographical+Knowledge+and+Understanding&strand=Geographical+Inquiry+and+Skills&capability=ignore&priority=ignore&year=12377&elaborations=true&cd=ACHGK045&searchTerm=ACHGK045) – An assessment of what a *place* is like to live in, using particular criteria, for example, environmental quality, crime and safety, education and health provision, access to shops and services, recreational facilities and cultural activities.’
* *The Economist* Intelligence Unit, [The Global Liveability Index](https://www.eiu.com/topic/liveability)
* *The Guardian*, ‘[World's most liveable cities: Vienna's win leaves Sydney and Melbourne in a spin](https://www.theguardian.com/australia-news/2019/sep/04/worlds-most-liveable-cities-viennas-win-leaves-sydney-and-melbourne-in-a-spin)’

Benefits for students

Know yourself - self-development:

* As they write a response from a particular perspective, students develop their problem-solving abilities and their ability to think creatively.
* Students improve their ability to make informed choices as they understand the factors that influence why people choose to live where they do.

Know your world - career exploration:

* Students gain an understanding of the influence various roles have in where people choose to live, and the tasks and aims of certain roles. This increases their understanding of the world of work.
* By researching how various roles influence an area’s liveability, students learn to use information and technology effectively.

Manage your future - be proactive:

* Students develop employability skills such as the ability to justify their choices through research, debate, communication skills and collaboration. They may also learn to justify and defend a cause and be involved in planning and decision-making.