Embedding career education in the Victorian Curriculum F–10

Personal and Social Capability, 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:** Personal and Social Capability, Levels 9 and 10

**Relevant content description:** Acknowledge the importance of empathy and the acceptance of diversity for a cohesive community and reflect on the effectiveness of strategies for being respectful of diversity and human rights [(VCPSCSO048)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO048)

**Existing activity:** Analysing how protest movements can be understood in the context of empathy and desire for diversity and/or human rights.

**Summary of adaptation, change, addition:** Considering how protests have impacted on diversity and empathy in a work setting, and strategies to improve empathy in the workplace.

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 provides several visual representations of protest from both a present and past Australian context.  For example, comparing a newspaper photograph of student protests from the 1970s about gender equality or access to higher education, with a photograph from recent protest about refugee rights. | In addition, teacher highlights how protests may have affected career pathways.  For example, teacher could compare advertisements from a trade school in the 1980s with recent materials relating to the same trade to identify how campaigns for gender equality have increased the career pathways open to women. On the other hand, students could explore possible consequences of more students undertaking higher education, for example associated with increasing the diversity of the workforce in particular jobs |
| Students work in pairs to identify differences and similarities in the demographics of protesters. They consider who is protesting, and why. Teacher should link discussion of ‘why’ people are protesting to empathy and diversity. Consider how a lack of empathy may have led to the protest in the first place.  Teacher helps students to unpack how protests can be linked to empathy – i.e. By bringing awareness to an issue, are protesters hoping that more people will be concerned about an issue or want to help a group of people? Students then explore if/how the protest examples they have been given can be linked to empathy, diversity and human rights. | In addition, teacher builds on student discussions by providing statistics about changes to work pathways available to young people that have come after protest, for example, improved access to a wider range of careers for women as a result of campaigns for gender equality. Teacher leads a discussion on whether protests have led to an increase in empathy in workplace settings, and the impact this has on diversity in these environments.  See the ‘Considerations…’ section on the following page for more information. |
| Teacher sets a short, written task for individual students in response to the following question:  ‘Is protesting an effective strategy to garner respect for diversity and human rights? In your answer, discuss how perceptions of young people have changed over time. Consider how community cohesion and diversity would change if everyone empathised with the protesters.’ | The written task is adapted to focus on careers. For example: ‘What strategies can workplaces use to improve empathy and diversity? If a parallel to protesting in the workplace is a strike – which is often seen as a last resort – what strategies could be used prior to striking?’ |

Considerations when adapting the learning activity

* Teachers can provide students with relevant information about changes to Australian society over the past few decades, where it fits with the examples of protest used at the beginning of the activity. See ‘Additional resources…’ for some suggested resources.
* This activity lends itself to student reflection on beliefs they have about themselves in relation to their future potential study and work opportunities. Teachers should consider how they will both encourage and support this type of reflection to ensure it enriches their students’ capacity to act on any insight gained through the activity.

Additional resources to help when adapting the learning activity

* Young people today are more likely to complete further study after school, [with more women in particular pursuing further study and work pathways](https://www.abs.gov.au/ausstats/abs@.nsf/Latestproducts/6227.0Main%20Features1May%202019).
* Young people in Australia today are [less likely to have permanent or full-time](https://www.abc.net.au/news/2018-06-07/full-time-job-rate-hits-new-low-as-casual-work-takes-over-report/9840064) work than in the past, which can be seen as a consequence of having more competition for skilled work.
* [Young Workers Centre](http://www.youngworkers.org.au/)

Benefits for students

Know yourself – self-development:

* As they learn more about current and past protest movements, young people can explore their own beliefs and interests, developing their self-awareness.

Know your world – career exploration:

* Students gain a better appreciation of the work pathways that might be open to them by identifying the influence of broader social and economic social disruptions.

Manage your future – be proactive:

* Identifying how the world has changed is important for students when planning their career: past representations of work can lead to misconceptions about careers in the present. This knowledge can help them make informed decisionsabout their future plans.
* Understanding these changes also helps students to understand the changing role that work may play within an individual’s broader life.