Embedding career education in the Victorian Curriculum F–10

Civics and Citizenship, 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 careers education, enriching students’ career-related learning and skill development.

1. Identify an existing learning activity

**Curriculum area, sub-task and levels:** Civics and Citizenship, Levels 9 and 10

**Relevant content description:** Discuss how and why groups, including religious groups, participate in civic life ([VCCCC037](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCC035))

**Existing activity:** Creating a poster or infographic explaining how a non-government organisation (NGO) contributes to the Australian community.

**Summary of adaptation, change, addition:** Researching a volunteer position at an Australian NGO and using the key selection criteria to explore the skills and attributes required.

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 introduces the topic of groups participating in civic life by presenting a short video from a non-government organisation (NGO), such as Oxfam Australia, describing how the NGO works. | Teacher explains that NGOs are often supported by volunteers. They introduce the benefits of volunteering as a means of contributing to civic life. They also explore how volunteering can lead to paid employment by developing employability skills, expanding your network of professional contacts and building confidence. |
| Students research an Australian NGO and create a poster or infographic about how it contributes to the Australian community. The graphic should encompass:   * who makes up the organisation (i.e. people with the same religious, ethnic or cultural background, volunteers from varied backgrounds and beliefs, seniors/students) * the aims of the NGO * the work it does, and successes/achievements * how people can become involved with the NGO through volunteering, and why they should (e.g. the benefits to the community, self-development, new experiences). | Students find a specific volunteer position that is currently available at an NGO and use the key selection criteria to explore the skills and attributes required. Based on these, they list the employability skills they already have and explain how those skills can help them find employment. They should also brainstorm further employability skills they might develop from volunteering at the NGO. Teachers can provide a list of employability skills if they need scaffolding.  As an extension, students could write an application for the position, showing how the employability skills they have identified in themselves could be applied to the key selection criteria.  To reflect, teacher leads a discussion on how volunteering can benefit the volunteer as well as the community. The benefits to positive sense of self through helping others should be discussed as well as work experience. |

Additional resources to help when adapting the learning activity

* [List of employability skills](https://www.youthcentral.vic.gov.au/jobs-and-careers/plan-your-career/8-job-skills-you-should-have)
* [Go Volunteer](https://govolunteer.com.au/)
* [Ethical Jobs](https://www.ethicaljobs.com.au/)

Benefits for students

Know yourself – self-development:

* Students can learn about the reasons why people volunteer, and build self-awareness about whether a volunteer position at an NGO might be personally fulfilling for them.

Know your world – career exploration:

* Reflecting on the variety of career opportunities and career skills that can be developed through volunteer positions at NGOs can broaden students’ understanding of relevant career experience.

Manager your future – be proactive:

* Students can reflect on additional skills they have learned or practised as part of this task, and from looking at the job requirements for volunteer positions, students may also identify other skills they need to develop further to be successful in their career journey.