Embedding career education in the Victorian Curriculum F–10

Civics and Citizenship, 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:** Civics and Citizenship, Levels 7 and 8

**Relevant content description:** Discuss the freedoms that enable active participation in Australia's democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement ([VCCCG019](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCG019))

**Existing activity:** Understanding how rights and freedoms in Australia relate to protests as a method of actively participating in democracy.

**Summary of adaptation, change, addition:** Using the example of a protest to explore democratic processes and the range of work roles that are connected with participating in democracy.

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 concept of active participation in Australia’s democracy by providing students with an example video or newspaper article about a recent protest .Teacher provides students with a list of freedoms that enable active participation in Australian democracy such as freedom of speech, association, assembly, religion, and movement. Teacher also introduces Australians’ rights in accordance with the Australian Human Rights Commission.  | Students to identify the different interest groups involved in the protest based on the following questions:* What group is advocating or lobbying for change and why?
* What corporations, organisations and media have an interest in this issue and why?
* What different positions do political groups and parties have on this issue?
* Do protestors want to change the law? Who would be involved in this?
* What role do the police play in enforcing the laws during a protest, and how do they enforce public safety? What laws govern how police interact with protestors?
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| Students pick a recent protest that has been featured in the media and analyse how the protest issue, as well as the act of protesting, relates to the freedoms Australian citizens enjoy. For example, a protest about refugee rights could be said to relate to the right to humane treatment in detention and freedom of movement. People protesting the treatment of refugees are exercising their right to freedom of assembly, and freedom of expression. Students create a fact sheet about the protest and the ways it is linked to rights and freedoms. | Students pick one of the interest groups listed above. They do further research into the different work roles of members of the interest group selected. For example, if the selected protest was on refugee rights, students could identify the Asylum Seeker Resource Centre as a group advocating for change. They could explore the paid and volunteer roles of the organisation, looking at what those roles entail, paths to those roles, and how those roles relate to participating in democracy. The students participate in a class mind-mapping session, listing all the different jobs they discovered that relate to protests in some way.The teacher uses this information to lead a class discussion around how even topics that may not at first appear to have any relevance to careers – such as protests – can relate to a variety of career options. |

Additional resources to help when adapting the learning activity

* Attorney-General’s Department, [Fact sheets on rights](https://www.ag.gov.au/RightsAndProtections/HumanRights/Human-rights-scrutiny/PublicSectorGuidanceSheets/Pages/default.aspx)
* Australian Human Rights Commission, [The Story of Our Rights and Freedoms](https://humanrights.gov.au/education/teachers/story-our-rights-and-freedoms)

Benefits for students

Know yourself – self-development

* Exploring work roles in relation to topical issues and the act of protesting can assist students to build self-awareness and understand how their interests and values may be similar to or different from others.

Know your world – career exploration:

* Students will explore how protests can relate to a variety of career options.
* By considering the work roles associated with social issues, students gain a deeper understanding of the relationship between work and society.

Manage your future – be proactive:

* By identifying the interest groups associated with a protest and exploring different work roles within those groups, students learn more about the labour market and can begin to explore different pathways to a variety of career options.
* Students learn more about participating in the democratic process, which can develop a number of employability skills. For example, involvement in organising and participating in protests can allow students to demonstrate planning and organisational skills and working with others.