Embedding career education in the Victorian Curriculum F–10

Design and Technologies – Food and fibre production, 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, sub-strand and levels:** Design and Technologies – Food and fibre production, Levels 7 and 8

**Relevant content description:** Effectively and safely use a broad range of materials, components, tools, equipment and techniques to produce designed solutions [(VCDSCD051)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD051)

**Existing activity:** Practising techniques to improve expertise in handling animals.

**Summary of adaptation, change, addition:** Exploring work-related elements of animal handling, including tasks, legislation and career pathways.

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 an annual production cycle for an animal producing food or fibre. Students complete an annual production cycle template for the chosen animal. They focus on the processes and explain the reasons for animal handling during this time. | When students create their annual production cycle, they extend their focus to include all (or a range of) the career options within the animal production cycle. Teacher guides students through the ‘Get VET’ website (see ‘Additional resources’) to explore the pathways available into animal production careers. |
| Teacher discusses animal husbandry techniques and processes for the selected animal with students. Teacher explains the importance of animal welfare standards.Teacher demonstrates how to handle the animal correctly, covering animal welfare, occupational health and safety (OH&S), and any protective equipment needed, or tool use safety. | Teacher introduces students to the legislation surrounding animal welfare in Australia and how it guides workplace practices (see ‘Additional resources’).  |
| Students develop a step-by-step guide of animal handling and tool use safety.Students also create a checklist of safety requirements for handling the animal. Students demonstrate they can safely handle a particular animal, following the OH&S, animal welfare and safe tool use requirements. | Students expand their animal handling/tool safety guides to identify which jobs/roles are impacted by each step of the process.Students complete a risk assessment template for the activity – teacher can use school’s risk assessment template or [Safe Work Australia risk assessment form](https://www.safeworkaustralia.gov.au/doc/risk-assessment-and-risk-control-form-manual-tasks). Teacher draws students’ attention to the fact that all workplaces need to have risk assessment and management policies. Students think about why this is, and what a worker’s responsibility might be. |
| Students reflect on how they reacted to handling the animal. Teacher assesses students’ flowcharts, self-assessment and ability to handle animals. | Students reflect on whether this type of work is likely to attract them in future, and teacher could extend discussion to include exploration into a variety of scenarios that either embraced animal handling or allowed students who love animals to be involved in their husbandry or welfare in other ways. |

Considerations when adapting the learning activity

* The use of animals within schools needs to be approved by the [Victorian Schools Animal Ethics Committee (VSAEC)](https://www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/animalsapproval.aspx). You will need to obtain a Scientific Procedures Premises Licence, then notify the VSAEC of your intention to use animals for education. Complete an application or submit a pre-approved activity and wait for a response. There are a list of pre-approved activities including: cattle rearing, sheep rearing, goat rearing, pig rearing and poultry keeping.
* School and government policies regarding animal handling and OH&S procedures will need to be followed.

Additional resources to help when adapting the learning activity

* Victorian Department of Education and Training, ‘[Teaching with Animals](https://www2.education.vic.gov.au/pal/teaching-with-animals/policy?Redirect=1)’ policy and information
* VCAA, [Get VET](https://vcaa.vic.edu.au/studentguides/getvet/Pages/Index.aspx)
* Safe Work Australia, ‘[Risk Assessment and Risk Control Form’](https://www.safeworkaustralia.gov.au/doc/risk-assessment-and-risk-control-form-manual-tasks)
* [Prevention of Cruelty to Animals Act (1986)](http://www.depi.vic.gov.au/agriculture-and-food/animal-health-and-welfare/animal-welfare/animal-welfare-legislation/prevention-of-cruelty-to-animals-legislation)
* [Prevention of Cruelty to Animals Regulations (2008)](http://www.austlii.edu.au/au/legis/vic/consol_reg/poctar2008469/)
* [Australian code for the care and use of animals for scientific purposes 8th edition (2013)](https://nhmrc.gov.au/about-us/publications/australian-code-care-and-use-animals-scientific-purposes)

Benefits for students

Know yourself – self-development:

* Students develop an awareness of their comfort level when working with animals through self-assessment of their strengths, concerns, skills and response to challenges.
* Students understand the importance of working with others and following instructions when in a workplace.

Know your world – career exploration:

* Students can explore the labour market by investigating career options involving animal handling and their pathways. Teachers can support students to view this as a growth industry and challenge stereotypes surrounding farming practices.
* Depending on the animal handling task, students experience work and develop an understanding of technological tools relevant to animal husbandry.

Manage your future – be proactive:

* Students can reflect on their skills to help make informed decisions about their future career plans.
* Student’s use of risk assessments and introduction to legislation introduces them to workplace requirements, and raises awareness of their rights and responsibilities as workers.