Embedding career education in the Victorian Curriculum F–10

Design and Technologies – Food and fibre production,   
Foundation – Level 2

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,   
Foundation – Level 2

**Relevant content description:** Explore how plants and animals are grown for food, clothing and shelter [(VCDSTC015)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC015)

**Existing activity:** Exploring the concept of ‘paddock-to-plate’ to understand how plants are grown for food.

**Summary of adaptation, change, addition:** Exploring the jobs, tasks and skills along a paddock-to-plate supply chain.

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 a class discussion to find out what students know about where food comes from (the ‘paddock-to-plate’ process). Teacher introduces the idea of a ‘supply chain’ as a sequence of processes involved in the production of something (in this case, food), and explains that ‘paddock-to-plate’ is a supply chain. | As an extension to the existing discussion, students brainstorm the people and jobs needed to grow, harvest, transport, package and sell food. |
| With teacher support, students brainstorm the supply chain that gets one type of food from a farm to their plate. The example supply chain could be as simple as: ‘Paddock, Truck, Supermarket, Plate’. | As an extension, students watch some paddock-to-plate videos (see ‘Additional resources’).  Students list the jobs they saw at each stage of the supply chain and the work associated with those jobs. This expands their understanding of the roles in the supply chain. |
| Students complete a match activity, where they match images of food with the plant or animal it comes from (See ‘Additional resources’). | As an extension, teacher also presents images of workers (e.g. farmer, tractor driver, truck driver, supermarket worker, chef) and students match them with a step in the supply chain. Students consider what might be some skills or requirements for different jobs along the supply chain. |
|  | Students answer the question: ‘Which job in the supply chain would you prefer to do and why?’ |

Considerations when adapting the learning activity

* Teacher will need to source appropriate images of produce and workers from each stage of the supply chain prior to introducing matching activity.
* Teachers could invite a community member involved in food/fibre production to talk about their job and how it fits into the supply chain. Students could develop questions for visiting community member relevant to their job.

Additional resources to help when adapting the learning activity

* [George the farmer](https://www.georgethefarmer.com.au/) (student resources)
* [Primezone](https://www.primezone.edu.au/) (primary industry teacher resources)
* ABC Education, ‘[From paddock to plate](https://education.abc.net.au/media?id=38190&source=teachers)’
* Agriculture Education, ‘[Lunchbox Legends](https://www.youtube.com/watch?v=-GY1mHiRHmU&feature=youtu.be)’
* [VCAA Resource for Home Economics](https://www.vcaa.vic.edu.au/Documents/viccurric/destech/HomeEco-Levels1-2-unit-of-work-2019.docx)

Benefits for students

Know yourself – self-development:

* By exploring the skills and requirements of different jobs and identifying which job they would most like to do, students can better know themselves.
* By brainstorming and sharing ideas with the class, students develop communication skills and the ability to work with others.

Know your world – career exploration:

* As they identify and unpack a supply chain, students begin to understand the work involved in producing food and fibre, and that the work is completed by a whole line of professions and occupations.
* Learning about the supply chain and researching tasks associated with roles along the chain gives students insight into the labour market.

Manage your future – be proactive:

* As they explore the supply chain for a familiar food, and the tasks associated with each step of the process, students learn to identify work, and recognise the links between work and society.