Embedding career education in the Victorian Curriculum F–10

Design and Technologies – Food specialisations, 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 specialisations, Levels 7 and 8

**Relevant content description:** Investigate the ways in which designed solutions evolve locally, nationally, regionally and globally through the creativity, innovation and enterprise of individuals and groups ([VCDSTS044](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTS044))

**Existing activity:** Exploring how food packaging has changed over time and predicting future developments

**Summary of adaptation, change, addition:** Looking at how changes to the way we package our food reflect the ever-changing nature of work.

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 conducts an activity that explores changes to food packaging over time. As an introduction, they briefly look at key changes over time, for example, the 1950s through to the present. Changes to note could include aesthetics (changing priorities in the marketing appeal of packaging), materials used (with a focus on the rise of plastics and over-packaging) and the evolving considerations of sustainability. | Teacher refocuses the changes proposed by Sustainability Victoria’s ‘Top 10 tips to avoid packaging’ so students extend their thinking to include the world of work.  Students brainstorm roles currently associated with food packaging, including design, manufacturing, distribution and recycling/disposal.  With teacher guidance, students also brainstorm industries/roles that observe, modify and influence consumer behaviour. These could include local councils and state government departments; market researchers; advertising agencies; supermarkets/fresh food shops; environmental activists. |
| Students examine Sustainability Victoria’s ‘Top 10 tips to avoid packaging’, which has a focus on food packaging (see ‘Additional resources’).  Through discussion and investigation, students draw conclusions about the cyclic nature of food packaging over time. Many sustainable solutions mirror the practices of the past, for example, paper packaging, refilling of containers, and the bulk supply of unpackaged dry goods. Other approaches, such as recycling, involve new technologies.  Students also consider further solutions and future work to be done in terms of food packaging and consumer behaviour. | Students consider Sustainability Victoria’s ‘Top 10 tips to avoid packaging’ and the previous brainstorming to respond to the following prompts.   * If we all avoid excess packaging, there will be: * fewer jobs in … * more jobs in … * What new skills will you and your family learn by following the tips to avoid excess packaging? * Do you think any of your new skills and knowledge will help you in the future? Explain your answer. * What skills or traits are needed to be successful in a role that monitors or influences consumer behaviour? What skills or traits do you have that would help in these roles?   The aim of this adaption is to increase students’ awareness that many future jobs are in areas that are currently being identified as problems, such as excessive food packaging. |
| Teacher assesses students’ understanding of changes to food packaging over time, the resulting environmental and economic problems, and proposed actions to resolve these challenges. Such understanding should include awareness that some solutions can be found in past practices. | A criterion of evaluation for the activity should assess how students understand the skills and knowledge to be gained through the proposed tips to reduce packaging use, and their relationship to the future world of work. |

Considerations when adapting the learning activity

* Teachers will need to facilitate access to Sustainability Victoria’s ‘Top 10 tips to avoid packaging’. This can be adapted to suit the needs of the class.
* Teachers will need to conduct additional research into industries that monitor and influence consumer behaviour in relation to food packaging prior to the activity to ensure they guide students appropriately. A Career Practitioner can help with this task.

Additional resources to help when adapting the learning activity

* Sustainability Victoria’s ‘[Top 10 tips to avoid packaging](https://www.sustainability.vic.gov.au/packaging-tips)’
* Resources showing changes to packaging over time: National Geographic, ‘[Eat your food, and the package too’](https://www.nationalgeographic.com/environment/future-of-food/food-packaging-plastics-recycle-solutions/), NuPrint, ‘[100 years of packaging: How packaging has changed over the last century’](https://nuprintuk.com/100-years-of-packaging-history/)

Benefits for students

Know yourself – self-development:

* Exploring their ongoing development of knowledge and skills helps students to know themselves.
* By considering changing behaviour to reduce waste, and the impact of this on the job market, students learn to be adaptable.

Know your world – career exploration:

* Considering how behavioural changes may affect the employment market helps students to understand the relationship between work, society and the economy.
* This exercise asks students to reflect on how their new learning may equip them for future workplaces. In this way, they participate in lifelong learning supportive of career goals.

Manage your future – be proactive:

* By exploring the evolution of the food-packaging industry, students learn to embrace change and explore the labour market.