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:** Critique needs or opportunities for designing and investigate, analyse and select from a range of materials, components, tools, equipment and processes to develop design ideas [(VCDSCD049)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD049)

**Existing activity:** Considering community needs when identifying opportunities for designing, for example, gardens for a community centre.

**Summary of adaptation, change, addition:** Working directly with a local community group to design gardens for their use.

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 creates and shares fictitious scenarios involving community groups that need gardens designed. | Teacher finds local community group(s) willing with work with the class for the purpose of the activity (designing a garden to a brief). |
| Teacher leads students in working out the needs for each scenario given. Students each select a scenario to work on and list the needs. | Students develop a questionnaire for the community group(s) to establish what they need or want in a garden. Some needs/wants might include:   * disability access * types of vegetation (e.g. native flora/fauna; bush food garden; fruit/vegetables) * water efficiency * sensory garden.   Students visit community group to measure sites, take photographs and complete the questionnaire. Alternatively, community group answers questionnaire, takes photos and measurements and sends electronically. |
| Teacher provides students with grid outline for garden design and students design a garden for their chosen scenario. | Students watch ‘Good Garden Design’ video linked in Additional resources. Teacher provides students with links to necessary information to facilitate additional research. Teacher could invite a local landscaper/garden design business to speak with students about the design process.  Students design options for a garden considering the site, materials, plants, budget and requirements of the group. |
|  | Completed designs are shared with the community group. The community group assesses the designs and picks one that is appropriate. As an extension, students could build or help plant out the chosen garden. |
| Designs are displayed and assessed using a rubric. | Students should conduct a post-design reflection that requires them to discuss why one design was more suitable than others.  In order to highlight skills relevant to the workplace, reflection on which skills students exhibited or developed during the activity should also take place. For example, career-related skills include working to a brief, liaising with clients and communication skills. This reflection can be extended to include other areas of work where these skills might be useful. |

Considerations when adapting the learning activity

* Teachers will need to consider appropriate community groups to work with for this task. Ideas include Men’s Sheds, disability housing, CWA, sporting clubs, or community centres. If the activity is conceptual only and garden won’t be built, this should be made clear in initial discussion with groups.
* School policy regarding excursions and school visits will need to be followed for this activity.
* If a landscaper/garden designer is invited to speak, teachers should ask them to speak about their career pathway as well as the design process to enhance the career focus of the activity.
* As an extension, students could be involved in planning the activity by brainstorming potential community groups to work with, and working with the teacher to set up the project.

Additional resources to help when adapting the learning activity

* Gardening Australia, ‘[Good Garden Design’](https://www.abc.net.au/gardening/factsheets/good-garden-design/9434688)
* Gardening Australia, ‘[Vegie Guide Zones](https://www.abc.net.au/gardening/vegie-guide-zones/9796680)’
* Monash University, ‘[Guide to the Aboriginal Garden](https://www.monash.edu/about/our-locations/clayton-campus/gardens-at-clayton/aboriginal-gardens)’

Benefits for students

Know yourself – self-development:

* Students work with others to complete the design process, developing their teamwork, collaboration and communication skills.
* Consulting with the community group through the design process will develop students’ ability to be adaptable when revisions are necessary.

Know your world – career exploration:

* Students use technology and information effectively while researching elements of their garden to suit the needs of their client.
* Students understand the work that occurs in landscape design through hands-on experience.
* If a guest speaker is involved and students work with local community groups, this activity can allow students to learn about the labour market, as long as these interactions are infused with this focus.
* Students experience the work involved in design and can be encouraged to explore the potential of design thinking in future scenarios and other contexts.

Know your future – be proactive:

* Students practise making informed decisions by researching and analysing information while designing their gardens.