Embedding career education in the Victorian Curriculum F–10

Economics and Business, Levels 5 and 6

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:** Economics and Business, Levels 5 and 6

**Relevant content description:** Identify types of resources (natural, human, capital) and explore the ways societies use them in order to satisfy the needs and wants of present and future generations ([VCEBR003](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEBR003))

**Existing activity:** Brainstorming resources that are used in the creation of a personal possession, such as an item from their pencil case, and categorising them as natural, human, and/or capital.

**Summary of adaptation, change, addition:** Brainstorming the different resources that are used in their school, and the jobs associated with creating and processing these resources.

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 explains to students the three different categories of economic resources, and provides examples of each: natural (water, coal), human (workers, designers) and capital (machines, technology).Students select a personal item, such as an item from their pencil case, and use the internet to research how that item is made.Using this information, students should identify the different categories of economic resources involved in the creation of that item. For example, a pencil contains natural resources (wood), human resources (the person who designed the pencil), and capital resources (the machinery that mass produces pencils). | As an adaptation, students brainstorm the different types of economic resources used at their school to provide education, and categorise each as being one of the following categories: natural, human or capital. Teacher may use prompting questions to scaffold students. For example:* What resources were used to make our desks or buildings?
* What machines and technology do we have in our school?

Students should then identify what jobs are associated with each type of resource at each identified stage of production. Some scaffolding questions for teacher to present include:* Who extracts and processes the natural resources that make up our desks? What do their jobs look like?
* What different jobs do the human resources have at our school?
* What jobs are related to the machines and technology at our school?

Students each choose one job from this list to research. They explore what is involved in the job and what skills, experience, and personal qualities are needed to do this job. Students should be encouraged to consider what skills and qualities they currently have that are needed in the job they have researched, and those which they would need to develop to be successful in the role.Then, students report back to the class on whether this is a job they would want to do in the future. Before presenting their findings to the class, students should be reminded (in an age-appropriate manner) that presenting themselves well is an important employability skill.As an extension, students could work together to create a flowchart or other visual representation showing the creation of a physical product from their school. The representation should capture all the resources required for the product’s creation, and details about the jobs associated with those resources. Collating information collected via research of others will broaden student insight into the world of work. It will also enable them to consider whether the jobs researched by other students are more attractive to them than those they researched themselves. |

Considerations when adapting the learning activity

* Teachers should research and prepare information appropriate to one example as a model, (for example, a pencil), prior to the lesson. This will help ensure that subsequent student research and discussion is done in sufficient depth. The jobs and industry links behind a specific item can be more complex than first impressions suggest. Life-cycle analysis is included in F–10 Design and Technologies, so teachers may wish to explore this synergy and adapt the activity to reflect a cross-curricular approach.

Additional resources to help when adapting the learning activity

* Milkwood, ‘[How to research the life cycle of one product you use daily](https://www.milkwood.net/2020/03/02/how-to-research-the-life-cycle-of-one-product-you-use-daily/)’

Benefits for students

Know yourself – self-development:

* By researching a particular job, and reflecting on whether this job would be something they would want to do, students can develop self-awareness. Students can also develop awareness about what types of skills and personal qualities are needed to be successful in employment, and reflect on the skills and personal qualities they already have.

Know your world – career exploration:

* Brainstorming the many different jobs that are needed for the creation of even one item in a pencil case, or in the school, can help students to realise that there is an incredible diversity of career paths and career opportunities. This can broaden students’ understanding of available career opportunities.
* Researching the jobs associated with a resource enhances students’ ability to use information and technology effectively.

Manage your future – be proactive:

* Having to report back to the class allows students to develop communication skills, and presentation skills in general. Teachers can explain how these are also important employability skills that will have long-term and practical relevance throughout their lives.