Embedding career education in the Victorian Curriculum F–10

Geography, 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 and levels:** Geography, Levels 7 and 8

**Relevant content descriptions:** Geomorphic processes that produce landforms, including a case study of at least one landform [(VCGGK117)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK117).

Human causes of landscape degradation, the effects on landscape quality and the implications for places [(VCGGK119)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK119).

**Existing activity:** Investigating the development of a landform, such as the Great Barrier Reef.

**Summary of adaptation, change, addition:** Investigating work roles associated with managing the degradation of the selected landform.

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 discusses the types of landforms that exist in Australia, such as the Great Barrier Reef, then explains the processes that produce such landforms. | In initial discussion of the types of landforms in Australia, teacher includes information on human causes of landscape degradation. Teacher encourages students to consider the implications of the degradation of landforms. |
| Teacher instructs students to research an Australian landform, such as the Great Barrier Reef, and find how it was formed and/or changed over time. Students can use the ‘5Ws and H (Who, what, where, when, why and how) method’ when researching (see ‘Considerations …’ below). | Research activity runs unchanged. |
| Teacher guides students to explore human causes of degradation of the selected landform (e.g. tourism, agricultural practices). | Teacher guides students in investigating factors that affect the ongoing health of a landform such as the Great Barrier Reef, and introduces various roles relating to these factors.  Students explore the various careers involved in the protection and management of landforms (e.g. roles in sustainable agriculture roles with United Nations Educational, Scientific and Cultural Organisation (UNESCO) and how these change in response to observing management strategies such as sustainable farming and sustainable tourism. |
| Students create an annotated visual about how the landform was formed and changed, including human-led causes of degradation. Annotated visuals could include a management proposal, flow chart, or story map. | Teacher guides students to select a format to display the results of their research so that students can include information related to the career roles discussed. This could include a guided reflection in which students discuss the insights they have gained from this activity that may be relevant to their own planning for the future. |

Considerations when adapting the learning activity

* Teacher may need to ensure that they can identify and explain the various positions involved in food supply, agriculture, science etc. that are associated with responding to human-led landscape degradation.
* In the discussion of human-led causes of landscape degradation, teachers and/or students could look at factors such as: run-off fertiliser from sugar farming; pollution due to tourism; climate change, ocean warming and coral bleaching; and species extinction and endangerment. Roles relating to managing these issues could then be explored in the adaptation.
* Ensure students have access to the internet to do their research, as well as materials to create their landforms (e.g. Minecraft: Education Edition, materials to make a 3D Model, Virtual Annotations).
* The ‘5Ws and H method’ involves students asking the following questions: **What** is the issue? **Who** is involved in causing the issue and resolving the issue? **Where** is the case study located (describe exact place and location)? **When** did the changes occur? **Why** did the changes occur and why did it affect the location in that specific way? **How** exactly will it be resolved and how effective could the resolution be?

Benefits for students

Know yourself - self-development:

* As they research the landform, its changes, and roles associated with managing the change, students continue to build independent research skills.
* By creating an annotated visual to share the finding of their research, students develop their ability to communicate information clearly for specific purposes.
* Insight into careers in Geography can help students to identify their own skills and interests that are aligned to careers in this industry. This self-awareness can enhance future career-related decisions.

Know your world - career exploration:

* Students gain an understanding of various roles relating to the management of landscape degradation, including what scientists, the agricultural industry, management strategists, local government, environmentalists and the tourism industry do in regard to degradation and sustainable solutions.

Manage your future - be proactive:

* Exploring roles relating to management of landscape degradation caused by humans enables students to explore the labour market.