Embedding career education in the Victorian Curriculum F–10

Intercultural Capability, 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:** Intercultural Capability, Levels 7 and 8

**Relevant content description:** Evaluate the ways in which the community demonstrates the value it places on cultural diversity, and why this valuing of cultural diversity is important to the community ([VCICCD016](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCICCD016))

**Existing activity:** Analysing the cultural diversity of a local event and creating an infographic aimed at demonstrating the value of including a diverse range of people.

**Summary of adaptation, change, addition:** Exploring the commercial/business elements of a local event and discussing the importance of cultural diversity with an event organiser.

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 identifies an upcoming local community event (for example, a school fair or fundraiser, or a farmer’s market – it is important that it is not specifically aimed at cultural diversity). They facilitate a class discussion on: * the purpose of the event
* how is the event organised, for instance, when is the event is running, and where does it take place?
* who in the community benefits most from the event?
 | Students also identify the different commercial or business benefits relating to this community event, including identifying how appealing to culturally diverse groups of people could benefit their commercial interests. Business interests could include:* any sponsorships, or local business contributions
* contractors, such as labourers required for setup
* any government or council support.
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| In small groups, students discuss the ways in which this event both does and does not express the value of cultural diversity within the community. Students should reflect on: * how the event caters to specific people in the community
* how it encourages other groups of people to attend.
 | Teacher invites an organiser or contributor from the event for a question and answer discussion with the class about how they could improve their event to appeal to a culturally diverse range of people. Students work with teacher to ask a range of questions about cultural factors such as age groups, activity types, or other cultural characteristics of the expected event attendees. Teacher provides guest speaker with these questions in advance.  |
| As a class, students share the findings of small group discussions. In response, teacher facilitates a class brainstorm about how this event could appeal to a wider range of people.  | While considering how the event could appeal to a broader group of people, students refer to answers and additional information provided by the guest speaker. They can consider additional commercial or business ties, based on notes previously taken. For example, the event organisers could reach out to local businesses that cater to different groups to sponsor the event or invite local CALD arts groups to perform. |
| Returning to small groups, students work to create an infographic poster in response to the question: ‘How could a more diverse group of people benefit from this event?’ This should include:* strategies for including and celebrating more diverse groups of people in the event
* the benefits for participating individuals
* the benefit for the community in encouraging cultural diversity.
 | The guest speaker provides feedback to the class on the ideas presented in the posters. If possible, the event organiser applies the ideas generated and provides feedback on the results once the event has taken place.Where possible, the guest speaker presents students with information about how they can support the event, such as volunteering, or promoting attendance. |

Considerations when adapting the learning activity

* The type of activity described could fit alongside several other learning areas. The activity could be adapted for History, if there are community events relevant to the school’s teaching of Aboriginal and Torres Strait Islander peoples and cultures. Or there may be community events relating to the natural world that are relevant for the study of Landforms and Landscapes, and Place and Liveability in Level 7–8 Geography.
* Pre-established relationships with external organisations, such as environmental, arts, or sporting groups, can assist with adaptions to this activity. For example, students could focus on a school sports program coordinated by [School Sports Victoria](https://www.ssv.vic.edu.au/).

Benefits for students

Know yourself – self-development:

* Inviting event organisers to contribute to the activity demonstrates to students that abstract ideas like ‘diversity’ have a practical application.
* Students are encouraged to work respectfully with others by having event organisers contribute to the assessment of the task.

Know your world – career exploration:

* Through understanding the social context events take place in, students can understand work more broadly, including how people value work as a means of participating within a community.
* Students gain knowledge about the labour market by identifying how different occupations intersect and depend upon each other, such as in the context of organising and running a community event.

Manage your future – be proactive:

* Students experience work from the perspective of an event planner, and the real-life considerations involved in this career, including funding, promotion, and event engagement, which enables them to identify opportunities in this industry.