Embedding career education in the Victorian Curriculum F–10

English, Level 5

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:** English, Level 5

**Relevant content description:** Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students’ own experiences, and present and justify a point of view or recount an experience using interaction skills [(VCELY337)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY337)

**Existing activity:** Presenting an informative report to an audience on a selected topic, using digital elements to enhance the presentation.

**Summary of adaptation, change, addition:** Researching and presenting an informative report on the job or career pathway of someone who inspires them.

2. Adapt the learning activity to include a career education focus

|  |  |
| --- | --- |
| Existing learning activity | Adaptations, changes or extensions that can be made |
| Teacher assigns a topic or outlines a range of topics students can choose from to research and present an informative report on. | Teacher takes an example like Tayla Harris – AFLW footballer and boxer. Explores how she got where she is, decisions she made, her experiences, who supported her, how she worked out what she was interested in, challenges she faced and elements of her daily life.  Students are then encouraged to select one person who inspires them, who will be the focus of their research and presentation. Students reflect on the qualities that made them choose this person when asked to identify someone who inspired them, and how these qualities relate to the work this person does. Students formulate and find answers to questions related to what the person does/did, how they got there, what challenges they faced to get there, and highlights of their working day. |
| Teacher outlines the requirements and structure of the presentation, including the use of graphics, sound and visuals to support and enhance the presentation.  Teacher discusses research methods and techniques with the class, including which resources they might use to source information. | The format of the existing activity runs unchanged.  Teacher should encourage a range of choices, and exploration beyond people in careers that students may already be familiar with or interested in. This will allow for greater scope later in the activity when students engage with each other’s work.  Students research information on their chosen person, using the question prompts generated in the brainstorm to inform their research, and work towards completing their presentation as per the existing activity. |
| Teacher arranges a forum in which students can share their presentations with each other. | As they view each other’s work, students can be encouraged to reflect on whether this activity has changed any of their thinking about possibilities for the future. Have they learned about types of work they had not thought about that might now be of interest? Have they identified the qualities needed for a certain pathway that might inform their own choices in the future? |

Considerations when adapting the learning activity

* Teachers will need to prepare at least one example of someone they think their students will find inspiring prior to the brainstorm, so that they scaffold the career-related focus appropriately and can check whether appropriate material is available for research purposes. It would be helpful for teachers to have a short list of appropriate research subjects from a range of different careers to encourage students to select from a wide range of different role models.
* Templates for organising research and to assist with organising presentations might be useful for students.

Additional resources to help when adapting the learning activity

Carlton Football Club, ‘[Tayla Harris player bio and media coverage](https://www.carltonfc.com.au/players/1525/tayla-harris#latest)’

Benefits for students

Know yourself - self-development:

* Students build resilience and develop communication skills for speaking effectively in front of an audience through planning, viewing, practice and reflection.
* Students practice researching and preparing a presentation for a specified audience.
* If working in a group, students practice working effectively with others to achieve a goal or outcome.

Know your world – career exploration:

* Students investigate different elements of a career area that they are interested in or that they previously had not considered.
* Students are exposed to information on a range of potential careers through the presentations of other students.
* Students develop their use of technology to support their presentation, which mirrors many work situations.

Manage your future – be proactive:

* Students are exposed to tools and practices that could assist them in finding out about other careers in the future as their interests widen.
* Students practise researching information and selecting the most relevant to meet a set purpose. This begins to build skills advantageous in many workplaces.