Embedding career education in the Victorian Curriculum F–10

Civics and Citizenship, 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:** Civics and Citizenship, Levels 7 and 8

**Relevant content description:** Compare how laws are made in Australia, including through parliaments (statutory law) and courts (common law), and explain different types of laws, including executive law (delegated law), criminal law, civil law and the place of Aboriginal and Torres Strait Islander customary law ([VCCCL023](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCL023))

**Existing activity:** Participating in a role play demonstrating the passage of a bill through parliament.

**Summary of adaptation, change, addition:** Researching the different jobs involved in the passage of a bill, and reflecting on the career skills developed through role play.

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 the process of the passage of a bill through Parliament, then asks students to role play the different stages using the introduction of a new classroom rule as the focus for the bill.  Alternatively, teacher can use an existing passage of a bill role play available from the Parliament Education Office (see link in Additional resources). | After concluding the role play and class discussion about the passage of a bill, students list the different tasks that were involved in the passage of a bill, and identify which particular tasks they played. Students then link these tasks to specific roles.  Students may be able to brainstorm tasks involved in the passage of a bill (such as the task of drafting a bill) but not necessarily be able to name the job title associated with this task. Teacher may choose to scaffold student learning by providing job titles for the tasks that students have identified. Possible jobs may include: Member of Parliament (MP), Governor, transcript writer for Hansard (parliamentary record), clerk, Serjeant-at-Arms, or draftsperson for the Office of Parliamentary Counsel. |
|  | Students select a role from the list they have just generated, research the role’s tasks, pathways to that job, and the skills and qualifications needed to be successful in this role. Students present their findings in the form of a poster, mock job advertisement or short video. Students focus their poster/advertisement on the skills needed to be successful in the identified job, so that later in the activity they can reflect on whether they have (or can develop) these skills. |
| After concluding the role play, teacher runs a class discussion asking students to reflect on the activity. Topics of discussion include the different stages in the passage of a bill, why we need laws, and how the public can get involved in the democratic process. | Teacher provides the students with information about employability skills (see link in Additional resources).  Students identify what job they had in the role play and explain which employability skills they think they demonstrated by playing that role. For example, a student playing the role of an MP may have demonstrated strong communication skills and the capacity for public speaking. Other roles, such as drafting a bill, may require creativity and problem-solving skills. Students consider which of the employability skills used in the activity they feel confident in, and which they could develop further.  After reflecting on the employability skills used in the activity, students could record the experience in appropriate record-keeping places such as an e-portfolio or a résumé. |

Considerations when adapting the learning activity

* Teachers may also wish to consider contacting their local Member of Parliament to visit as a guest speaker.

Additional resources to help when adapting the learning activity

* Parliamentary Education Office, [Passage of a Bill Role Play](https://www.peo.gov.au/teach-our-parliament/classroom-activities/parliamentary-processes-and-practices/make-a-law-house-of-representatives/)
* [List of employability skills](https://www.youthcentral.vic.gov.au/jobs-and-careers/plan-your-career/8-job-skills-you-should-have)

Benefits for students

Know yourself – self-development:

* Students will experience a particular role relating to the law-making process, and learn that different roles call for different skills and personal qualities. As they reflect on the employability skills they have developed through the activity, and areas for further development, students gain self-awareness.

Know your world – career exploration:

* Reflecting on the variety of career opportunities that relate to the passage of a bill provides students with opportunities to connect their learning with the world of work.
* By participating in this role play, students experience the world of work by taking on the role of a real person involved in the law-making process.

Manage your future – be proactive:

* Students can reflect on additional skills they have learned as part of this task, especially some of the employability skills such as communication and problem-solving skills, and use them as examples in appropriate record-keeping places such as an e-portfolio or a résumé.