Embedding career education in the Victorian Curriculum F–10

Visual Communication Design, 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:** Visual Communication Design, Levels 7 and 8

**Relevant content description:** Develop and present visual communications for different purposes, audiences and in response to specific needs. ([VCAVCDP003](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVCDP003))

**Existing activity:** Using the design process to develop visual communications.

**Summary of adaptation, change, addition:** Incorporating group work when brainstorming and generating ideas.

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 leads a discussion of the characteristics of the three design fields in Visual Communication Design: Industrial, Environmental and Communication. Teacher outlines the steps of the design process and explains the characteristics of a design brief. Teacher presents students with a design brief based on one of the design fields and students research the design process for this field.  | As a class, students investigate design studios and/or designers in each of the three design fields. They research and discuss how designers work in teams to develop a brief for a client and the roles and responsibilities each individual has in the development of and response to a brief. Students also research how designers working in teams solve problems with a project and how they navigate conflict and disagreements during the design process.Students complete an individual brainstorm based on the design brief, then break into small groups to share their ideas and generate concepts in response to the brief. Teacher highlights that the group brainstorm reflects the practices of design studios or workplace settings when generating ideas in response to a brief.  |
| Individually, students generate ideas and research the audience and communication needs of the brief to develop final presentations in the three design fields. Students should present visualisation drawings. | In groups, students brainstorm to generate ideas in response to the brief. These ideas should be documented. In pairs, students research relevant ideas for the final presentation, and then use these to create visualisation drawings in their visual diary/sketchbook. |
|  | Students identify the links between their group brainstorming process and industry group brainstorming, and evaluate these links by responding to questions such as: What similarities and differences can you see in the methods and processes used for generation of ideas and visualisation? How did you resolve challenges and navigate conflict? How did designers in the studio resolve challenges and manage conflict? In addition, teacher supports students to reflect on how the insights gained through the discussion above, and during the activity, will be useful in informing their own actions later in life. During this reflection, teacher explicitly encourages students to see connections between potential workplace situations and each of the skills they have been developing. |

Considerations when adapting the learning activity

* Teacher may introduce design thinking strategies such as forced associations, SCAMPER and mind mapping to generate ideas for a specific brief.

Additional resources to help when adapting the learning activity

* Nielsen Norman Group, [Facilitating an effective design studio workshop](https://www.nngroup.com/articles/facilitating-design-studio-workshop/)
* [IDEO Brainstorming Video from IDEO U](https://www.youtube.com/watch?v=VvdJzeO9yN8)
* [Brainstorming done right!](https://www.youtube.com/watch?v=9K8W4ooygUU)
* [How not to brainstorm](https://www.youtube.com/watch?time_continue=32&v=tg-scNVvWDU&feature=emb_logo) from ‘The Office’ Season 4, Episode 16
* Groupwork Centre, [Conflict to collaboration workplace training](https://groupwork.com.au/courses/conflict-to-collaboration-training/)

Benefits for students

Know yourself – self-development:

* Students use social and interpersonal skills to interact positively and effectively with others.
* Students learn to be adaptable to other peoples’ ideas and approaches to work.
* Students build communication skills by explaining their ideas and concepts with team members and discussing the ideas of other team members.

Know your world – career exploration:

* Students investigate the practice of design studios and how designers work collaboratively. This allows students to connect their learning to the world of work.

Manage your future – be proactive:

* Students build their problem-solving skills in a group setting and learn how to navigate group dynamics.