Embedding career education in the Victorian Curriculum F–10

Civics and Citizenship, Levels 9 and 10

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, sub-strand and levels:** Civics and Citizenship, Levels 9 and 10

**Relevant content description:** Analyse how citizens’ political choices are shaped, including the influence of the media. ([VCCCG030](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCG030))

**Existing activity:** Brainstorming and mind-mapping a range of ways that citizens’ electoral choices and political opinions are shaped, such as through the media, advertising, opinion polls, or public debates.

**Summary of adaptation, change, addition:** Designing a political advertising campaign to explore a variety of related career paths such as political consultant, graphic design, and public relations.

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 shows the class coverage of an election from two different media sources, each showing a different political bias (such as videos of an election ad, news articles, or social media campaigns).  Students then participate in a class brainstorm and mind map of the variety of ways in which people’s political opinions are shaped, such as via the media, public debates, interest groups, social media, or opinion polls. | After discussing how political opinion can be shaped, students brainstorm what sort of jobs are involved in this process or might have been involved in the creation of this particular advertisement. Some examples include political consultants, pollsters, campaign managers, lobbyists, media strategists, public relations managers, graphics designers, and actors.  Students each pick a job from this list and research a job description for it. They then explain how that job would have been involved in the creation of the media sources they viewed at the beginning of the lesson. |
| Students research an example of a political advertising campaign and how it influenced people’s electoral choices. | After researching an example political advertising campaign, students design their own political ad or social media campaign to try to influence how people vote in relation to a topic of their choice.  Students can present their ad campaign to the class, then participate in class discussion around how advertising and media (including social media) shapes how we think, respond to, and understand issues in civics. Teacher can prompt discussion by asking students to compare how the ad campaign they created positions people similarly, or differently, to the ad they studied at the beginning of the activity or the example campaign they researched. |
|  | Students reflect on the knowledge and skills they used in creating their own ad campaign, which might include skills such as persuasive writing, and knowledge of how to effectively use social media. Students should be asked to brainstorm careers that make use of these skills (such as, but not limited to, advertising and marketing careers). Students should also be encouraged to think about whether these skills might be useful in other career-relevant ways, such as experience with social media assisting them to create career networking opportunities.  This insight can be used to update a career action plan in an e-portfolio, set study or work goals, explore work experience options, or update a résumé in preparation for either part-time work or future opportunities. |

Considerations when adapting the learning activity

* This activity can also be related to the Critical and Creative Thinking capabilities, for example:
  + Critically examine their own and others thinking processes and discuss factors that influence thinking, including cognitive biases ([VCCCTM051](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTM051))
* The media is capable of shaping our views and influencing almost everything we think, and this relates to the job choices we are likely to make as well.

Additional resources to help when adapting the learning activity

* *The Guardian*, [Australian social media political advertisement database](https://www.theguardian.com/australia-news/ng-interactive/2019/may/01/australian-election-campaign-database-of-political-facebook-advertising)

Benefits for students

Know yourself – self-development:

* By considering the ways people’s views can be influenced, students can develop self-awareness and consider influences in their own lives.

Know your world – career exploration:

* By designing their own political ad or social media campaign, students will experience what it means to be involved in a career related to political advertising. Not only does this allow students to experiencework, this can also assist them explore whether this sort of experience would be fulfilling or challenging for the student.
* Reflecting on the variety of career opportunities that relate to political campaigning and advertising, beyond the obvious connection to being a politician, provides students with opportunities to both explore career opportunities and connect their learning with the world of work.

Know your future – be proactive:

* Students can reflect onwhether their existing usage of social media demonstrates relevant employability skills, such as communication and technology related skills. For example, familiarity with social media platforms can be directly relevant for careers related to advertising but can also be useful in assisting all students in their professional networking.
* Students can use these skills as examples in appropriate record-keeping places, such as an e-portfolio or a résumé.