Embedding career education in the Victorian Curriculum F–10

Drama, Levels 5 and 6

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:** Drama, Levels 5 and 6

**Relevant content description:** Develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action. [(VCADRD030)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRD030)

**Existing activity:** Improvising continuously on a topic assigned at random for 30–60 seconds, including answering questions as though they are an expert.

**Summary of adaptation, change, addition:** Role-playing as an expert on a job, including responding to questions about the job.

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 |
| In small groups, students take turns to speak on a randomly assigned topic for 30–60 seconds. | Teacher introduces the activity through a brainstorm of what students know about the world of work. This includes different roles they are aware of, and elements of jobs and careers such as work location, team structures, daily tasks and so on. (See ‘Considerations…’ for more information about scaffolding the introduction to the task.)  Students in this age group may be considering taking on leadership roles in their senior primary years or local sporting groups, so discussion about what constitutes “work”, and how some of their current activities already mimic the world of work, will be helpful to them. Students at this age may also be starting to prepare for introducing themselves to staff or students from their prospective secondary school, so linking some of the skills they are developing and practising in this activity to present themselves effectively in different contexts will also be valuable.  Students research a job or career to find out about key features of that occupation (e.g. duties, necessary skills, workplace locations, types of workers in the field). Teacher may assign these jobs, or students could choose a career that interests them.  Students use their knowledge of this job to role-play someone in that occupation, taking turns to improvise a 30–60 second speech about their chosen job, acting as an ‘expert’ in this career. |
| Other students ask questions related to the topic, and student improvises answers as though they are an expert. | As before, but student uses their existing knowledge of the field to respond to answers. When asked a question they do not have the answer to, they can use their contextual knowledge of the field to infer possible answers. Students can be encouraged to reflect on what they have learned about their own skills, and how they might continue to develop these. |

Considerations when adapting the learning activity

* Teachers should prepare information about a wide range of jobs, including a short summary of the tasks and knowledge required to perform each job, so students can use the information as a starting point for their research.
* It may be useful to prepare appropriate work-related questions to ask students at the introduction of the activity. These questions might guide students’ research into the selected jobs.
* It is important that students do not feel that they have to know everything about the career they are speaking about, as the task is to role-play being an expert. Teachers may need to scaffold this activity with other improvisational activities to help students develop skills in improvising situational dialogue and imagining lived experiences through role-play.
* Remaining mindful of the range of students’ knowledge, teachers should aim to extend students’ thinking to include a variety of different workplaces. Teachers should also consider stereotypes that may exist about particular jobs and the people in those jobs, and work to address these in the research and role-play stages.

Benefits for students

Know yourself - self-development:

* Role-playing can enhance students’ public speaking skills in a range of situations and their social skills. It can also help students to develop empathy and emotional intelligence.
* Answering questions in character and using contextual information to give answers to questions to which they may not know the real answer encourages students to be adaptable.

Know your world - career exploration:

* Researching, role-playing and watching other students present interpretations of various occupations can help students learn about different jobs and encourage them to consider a range of careers they may not have considered before.

Manage your future - be proactive:

* By asking questions about various careers, students gain skills in questioning and active listening. This will help them with interviews and career-related research later in life.
* As they learn more about a wide range of jobs, they develop an understanding of how researching, and asking and answering questions are all elements of work.