Embedding career education in the Victorian Curriculum F–10

Drama, 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:** Drama, Levels 7 and 8

**Relevant content description:** Develop and refine expressive skills in voice and movement to communicate ideas and dramatic action in different performance styles and conventions [(VCADRD036)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRD036).

**Existing activity:** Improvising and devising performance work in response to a story or other stimulus material.

**Summary of adaptation, change, addition:** Presenting a dramatic reading to students at a local primary school or kindergarten and reflecting on associated career options.

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 |
| Students engage with a text, artwork, poem, song or other form of stimulus. They improvise characters, movement and dialogue in response to the stimulus. | Teacher leads a brainstorm of what jobs might involve reading to or performing for young children (e.g. teacher, actor, entertainer, classroom aide). Students discuss strategies for entertaining and engaging young children. From a range of illustrated books, students choose a story to perform.Students discuss/evaluate why certain books were selected, which encourages them to reflect on and discuss what to consider when selecting content for a specific audience, and appropriate ways to read in an engaging way. The students read the selected stories and rehearse reading the book aloud. They think creatively about how to make their performance engaging through methods such as improvising and rehearsing character voices and narration, and working in small groups to ensure a range of voices is presented.  |
| Students present their work to the teacher or their peers for feedback about how to improve their performance. | Students rehearse reading their stories to an audience of peers. Other class members offer feedback to students, including what they did well, and how to improve their work and best engage their audience. Teacher links performance and feedback process to real world work such as that of actors, directors and producers. |
| Students present their work to an audience made up of their peers and teacher. Teacher assesses the value of student work. | Students read stories at a primary school or kindergarten to an audience of younger children, with the aim of being as engaging as possible. The audience may offer feedback to the students or teacher, which could form a component of the assessment. |
|  | During and after the performance, students reflect explicitly on how this activity has provided them with useful skills or insight and collectively identify the sorts of careers that might need these skills, as well as other scenarios where these skills would be useful (e.g. sports coaching, teaching, training, being a comedian, giving speeches at parties). Teacher supports students to do further research into career options that interest them. |

Considerations when adapting the learning activity

* This activity helps students develop transferable skills, but it’s quite subtle, so teachers will need to carefully plan meaningful discussions that alert students to this skills development without overstating these benefits. Likewise, some subtle exploration beyond ‘teacher’ and ‘actor’ would be suitable, but may depend on texts chosen and the class dynamics.
* School policy regarding excursions and school visits will need to be followed for this activity.
* Teachers should make sure that students are aware of how younger children learn and may respond to their presentation, and the need to engage with different types of learners. It may be useful for students to role-play as a younger audience before presenting to younger children.
* The teacher of the younger children could be asked to contribute to students’ understanding of the transferrable skills developed in this activity, and how performances can enhance literacy and a love of reading, and even build confidence in younger children. Students should be encouraged to consider how their expressive skills and selection of appropriate performance styles are received by others.

Benefits for students

Know yourself - self-development:

* Engaging with local organisations such as primary schools and kindergartens will promote positive relationships in students’ local community.
* Refining delivery of their narration will develop literacy skills, as well as students’ ability to refine their communication style appropriately for different audiences.
* The process of rehearsing will help students to reflect on and implement feedback.

Know your world - career exploration:

* Students will find out about how to present information to younger students and gain an understanding of educational settings. They will experience the challenges and opportunities that people who work with young children experience, and may encourage them to consider occupations related to this activity.

Manage your future - be proactive:

* Rehearsing and refining work for a specific audience is part of an actor’s process. The challenge of performing to young children will help students improve their control over their expressive skills and their ability to communicate with an audience.
* Receiving feedback after rehearsals and their performance assists students accept and implement feedback and refine aspects of their work. The teacher can explain that these are necessary skills for the workplace, in drama and arts industries and more broadly.