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 roles and characters consistent with situation, dramatic forms and performance styles to convey status, relationships and intentions [(VCADRE034)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRE034)

**Existing activity:** Analysing scripted work to discover character intentions and objectives.

**Summary of adaptation, change, addition:** Considering the occupational role of the character, how their job affects their perceptions of the world and impacts their decisions, and how their personality may have led them to this line of work.

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 analyse a piece of scripted drama, and consider the character’s motivations, intentions and ideals.  | Teacher selects a script that lends itself to the discussion of work roles depicted in the drama piece (see ‘Additional resources’ for more information). Teacher guides students to also consider questions pertaining to the character’s past and present occupations, and their career goals (if known). Some of this information will have to be inferred, as students gain an understanding of their character’s backstory. Teacher leads a discussion about personal traits, strengths, weaknesses, and how different skills are better suited to particular jobs. Depending on the situations of the characters in the script, it may also be relevant to discuss this in reverse – that is, how a person’s working life can affect aspects of their personal development. At Levels 7 and 8, the aim of discussing work and career roles is to encourage thinking about the wider range of possibilities, and how these are related to our personal situations, so teacher will need to consider the specific cohort in preparing for this exploration.  |
| Verbally or in writing, students reflect on the given circumstances of the scene, and answer questions in role such as, ‘Who am I?’, ‘Where am I?’, ‘What do I want?’, ‘What has happened before this moment?’. | When discussing a character’s given circumstances, teacher asks students to reflect on how the character’s occupation may influence the way they perceive the world.In addition to the questions in the existing activity, students also answer questions such as, ‘What does a usual day look like for this character?’, ‘What does my character value in life and/or work?’, ‘What personal strengths does my character possess?’ and/or ‘What are the requirements of my character’s job?’. Where relevant, students make comparisons with their own thinking as a young person – is this something that would work for them? Is it worth exploring further? |
| Students use their analysis to perform in role as part of formative or summative assessment, communicating aspects of their character’s given circumstances and objectives through use of their expressive skills. | In addition, students incorporate and communicate the above information in their performance. Teacher may also ask guiding questions before and/or after the performance which ask about the character’s job, experience, work life, etc. |
| Verbally or in writing, students reflect on their performance and how they communicated their character’s intentions and emotions in the scene/performance. | Students also reflect on whether they gained any personal insight through the activity. Teacher may wish to help students make decisions about further career exploration of their own as appropriate. |

Considerations when adapting the learning activity

* Students will have different levels of experience with, and understanding of, different jobs and workplaces. Teachers may need to explicitly teach about different jobs and careers, and their requirements, or at least build in an element of career exploration.
* The selection of performance material is important to ensure that students can successfully engage with analysis of different jobs. It is recommended that teachers offer students choice from a range of scripts which present characters in a variety of occupations. Teachers should build into the activity the notion of getting to know your character before you engage with them, which can be done partially through what is stated in the script and would also be supplemented by research.
* As an extension to this activity, students could take their understanding of their chosen character’s job/work life and write an original monologue or scene from the perspective of a different person in the same job.

Benefits for students

Know yourself – self-development:

* Analysing characters in this level of detail assists students to develop skills in empathising with others and considering different world views.
* Examining the intention of characters in a script helps students to extend their ability to interpret implied information and reflect on the broader text.
* By reflecting on the presentation of characters, students will be able to assess their non-verbal and verbal communication skills and set goals for improvement.

Know your world – career exploration:

* Playing as different characters in different jobs and linking careers to different skills and interests allows students to explore a range of jobs in a creative way.
* Engaging in whole-class discussions about different careers will expose students to a range of occupations and may encourage them to investigate those jobs.

Manage your future – be proactive:

* As they consider the impact of a character’s work on their motivations (and vice versa), students analyse information and think critically and creatively to express their findings.