Embedding career education in the Victorian Curriculum F–10

English, Level 5

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:** English, Level 5

**Relevant content description:** Understand that patterns of language interaction vary across social contexts and types of texts and how they help to signal roles and relationships. ([VCELA334](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA334))

**Existing activity:** Identifying elements of formal and informal language, and working to identify elements of language suited to particular situations and designated audiences.

**Summary of adaptation, change, addition:** Reflecting on how language changes according to context and exploring situations where this is relevant and important.

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 discusses the differences between formal and informal language, provides examples, and introduces and explores the idea that different styles of speaking and writing are expected and appropriate in different situations and with particular audiences. | Existing activity runs unchanged, but teacher incorporates examples that relate directly to students, such as situations in schools. |
| Teacher provides a range of different print texts that are suitable for different purposes and audiences. With guidance, students identify the specific qualities of each text and explain how and why they change according to purpose and audience. | Students reflect on how they use language and how that use changes based on the audience. For example, do students speak differently when talking to their parents, their teachers, their friends, others?  Students are encouraged to also consider how location affects language use, on both a small- and large-scale. For example, students sitting in the back of the class might whisper quickly with their friends, but a student presenting a report to the class might speak loudly and clearly, and use more formal language. Similarly, students waiting in a doctors’ office might speak differently than they do while walking around a supermarket |
| Teacher provides students with a variety of scenarios that demonstrate the incorrect use of formal and informal language. The audiences for these scenarios include friends, parents, the school principal and members of the public. In pairs, students discuss the scenarios and re-write them using appropriate formal or informal language. A whole class example with teacher guidance might be useful before students proceed with their own texts. | Students consider how language use might affect their opportunities and consequences, on both a small- and large-scale. For example, speaking impolitely to parents/guardians might result in punishment, using thoughtful language that demonstrates responsibility might result in a leadership role in the class or school, speaking inappropriately in a job interview might result in not being selected. |
| As a class, students discuss how they rewrote their texts and compare their use of formal and informal language. | As a class, students reflect on the differences between formal and informal language, and why and where people change their language use, including in workplaces. Teacher encourages students to discuss how language is used in places they are familiar with, such as local shops and restaurants, then encourages them to extend their thinking further to imagine how language might be used in unfamiliar places (including workplaces), such as offices, building sites, hospitals.  Students create one or more lists that describe the type of language appropriate in one or more workplaces. |

Considerations when adapting the learning activity

* Teachers can develop scenarios (print, aural and visual) to stimulate discussion about how language is used, ranging from familiar everyday situations to less familiar settings that might require brainstorming, scaffolding or research to identify how language used.

Benefits for students

Know yourself - self-development:

* Students reflect on the need to tailor their language to a specific context, purpose and audience, which contributes to the development of communication skills and self-awareness.
* Students consider the ways that the different uses of language influence everyday interactions, and begin to reflect on factors that influence how they present themselves.

Know your world - career exploration:

* Students consider the expectations of people in different social roles, including the differences between formal and informal language, and the way that they are adapted in a workplace.

Manage your future - be proactive:

* Students gain an appreciation of the subtleties of language and the need for self-management and self-regulation of their own use of language.