Embedding career education in the Victorian Curriculum F–10

Drama, Levels 3 and 4

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 3 and 4

**Relevant content description:** Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama [(VCADRE025)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRE025)

**Existing activity:** Participating in an improvisation exercise where students mime a specific action related to an everyday activity, such as ‘playing cricket’ or ‘making a cake’.

**Summary of adaptation, change, addition:** Miming activities related to specific jobs, industries and/or career focuses.

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 stand in a circle as a class or in small groups. One student is given an ‘everyday activity’ to perform silently, such as ‘washing the dishes’ or ‘doing a puzzle’. They mime this action in the centre of the circle. | Teacher views two-minute ‘Redrawing the balance’ video before preparing this activity, and uses this to inform their preparation of examples for the adaptation outlined below.  As before, but the first student is given a specific job or occupational activity, such as ‘carpenter’, ‘nurse’, ‘chef’. This suggestion may come from the teacher or other students. |
| Once the student has established a scene or routine, another student enters the circle and asks, ‘What are you doing?’. The first student replies with an activity that is not the same as they are currently performing. The second student then begins miming the new job, and the first student exits the scene. The activity continues as each student has a turn in the circle. Students may volunteer to enter the circle one at a time, or they could go in order. | As before, but the second student asks, ‘What is your job?’ to initiate the next scene. The student performing still replies with a job that they are not miming.  Teacher may have a range of suitable occupations in mind to assist students where students cannot offer a new occupation. Teacher will also need to be ready to extend students’ understanding of what activities any of these jobs might include. |
|  | As an extension or variation, students could mime ‘fantasy’ occupations based on made-up titles. This encourages creative thinking to capture elements of jobs that go beyond the very familiar. Students could be encouraged to share their ideas on why they included certain activities, as these will assist students in articulating their own interests. |

Considerations when adapting the learning activity

* Prior to this activity, teachers should view the video ‘[Redraw the balance](https://www.youtube.com/watch?v=qv8VZVP5csA)’. This video highlights how children form preconceptions about gender and employment at a young age. This awareness is useful when considering prompts for the learning activity.
* It is important not to reaffirm stereotypes, and to move beyond the obvious when brainstorming possible jobs. Teachers need to be mindful that not all households and communities have a good range of role models.
* Teachers should prepare in advance a range of potential workplaces and occupations to offer students if needed. Some occupations may be better than others for this task, due to its practical nature, but teachers may encourage students to try to accept all offers. Teachers should have given some consideration to how they will expand on the activities inherent in a range of job roles.
* This activity would fit well within an existing unit on improvisation, where students are already used to performing on the spot and are familiar with the idea of extending offers.
* This activity could be used as a warm-up leading into a more in-depth activity that explores different people’s jobs and roles in the world.
* Asking students to brainstorm different jobs, or think about different jobs that they have seen or heard of in pairs or small groups prior may assist them in contributing to the whole-class discussion

Additional resources to help when adapting the learning activity

* The Career and Enterprise Company, ‘[Career related learning in primary: What works?](https://www.careersandenterprise.co.uk/sites/default/files/uploaded/1145_what_works_primary_v7_digital.pdf)’ report
* MullenLowe Group, ‘[Inspiring the future: Redraw the balance](https://www.youtube.com/watch?v=qv8VZVP5csA)’

Benefits for students

Know yourself – self-development:

* Improvising and presenting performance helps students to think on their feet and develop confidence presenting and performing in front of others.
* The nature of this style of improvisation encourages students to take creative risks in a supportive environment, which can develop resilience and adaptability.

Know your world – career exploration:

* Watching other students discuss and present interpretations of different occupations will help them to become aware of a range of different careers and industries that they may not have known about before.

Manage your future – be proactive:

* Through this activity, students will develop skills in collaboration, creativity and communication through play and improvisation. This will help them engage productively in teamwork (a self-development skill) and to help them articulate thoughts clearly, which may assist with decision-making in later years.