Embedding career education in the Victorian Curriculum F–10

English, Level 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:** English, Level 6

**Relevant content description:** Reread and edit own and others’ work using agreed criteria and explaining editing choices ([VCELY359](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY359))

**Existing activity:** Building and demonstrating knowledge of language and/or punctuation by working with provided sentences, paragraphs and texts that require editing.

**Summary of adaptation, change, addition:** Editing paragraphs from texts based on specific careers or types 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 |
| Teacher provides direct instruction that reinforces knowledge of punctuation skills, parts of language and sentence construction. | Existing activity runs unchanged. |
| Teacher provides de-identified samples of student writing to class. The short texts appear without punctuation, with certain parts of language removed, changed or to be highlighted, or sections of a longer text to correctly sequence. | Teacher selects a series of texts about particular occupations or skills. They could also be documents used within a particular working environment, such as safety posters from supermarkets or constructions sites, or simple job ads (see Additional resources). The short texts appear without punctuation, with certain parts of language removed, changed or to be highlighted, or sections of a longer text to correctly sequence. Teacher should highlight that writing and editing written communication is an important part of many jobs across many industries.  To extend the activity further, students can study the language and features of simple job ads and write an ad for a job that interests them. |
| In pairs, students edit the text and justify their choices to the class. | Existing activity runs unchanged. |
| Teacher uses discussion of choices to reach a consensus about the most appropriate changes to be made to the texts. | Teacher uses discussion of choices to allow students to reflect on how the conventions of each document align with their use and situation. Students also discuss what they learned about the different occupations presented in the texts. Compare the occupations and their requirements, and ask students to consider how their skills and interests relate to the occupations. Are there any occupations students feel they would be suited to? |

Considerations when adapting the learning activity

* Teacher may use similar texts to teach other parts of language to the class.
* Teacher may select short texts to support the study of a whole class text, student interest, classroom discussion about characters or occupations, or other ideas being studied in class.
* Depending on the capacity of the class, it may be appropriate to use extracts from documents used in real-world situations, such as safety posters and basic job ads, rather than simple descriptions of different occupations. Job ads may need to be simplified further based on the needs of the class.
* Ensure the texts present a wide range of occupations that will appeal to students with different skills and interests.

Additional resources to help when adapting the learning activity

* There are a number of resources available that focus their discussion of different careers on specific areas of employment. These include:
* [*The Most Disgusting Jobs on the Planet*, John Perritano, 2012](https://www.amazon.com/Most-Disgusting-Jobs-Planet-Stuff/dp/1429675322)
* [*Going Global: Jobs That Take You Around the World*, Vanessa McQuarrie, 2006](https://www.fishpond.com.au/Books/Global-Vanessa-McQuarrie/9781921106538)
* [STEAM *Jobs for Thrill Seekers*, Sam Rhodes, 2018](https://www.booktopia.com.au/steam-jobs-for-thrill-seekers-sam-rhodes/book/9781543530964.html)
* [*The Worst Jobs in History*, Tony Robinson.](https://www.youtube.com/playlist?list=PL72jhKwankOjHQKPOlD3VP-raNOPMmAbD) (Episodes are long so teacher should pre-select clips to share with the class.)
* Basic job ads are available at [Jobs for Youth](https://www.jobsforyouth.com.au/).

Benefits for students

Know yourself –self-development:

* Students are exposed to a range of information about different jobs through their punctuation and grammar work.
* As part of their discussions over what is correct punctuation or identifying different grammar elements, students can also discuss and reflect on the information in the material about specific occupations.
* Students are provided with the opportunity to reflect on the requirements of different occupations and the suitability of the different professions to their aspirations, skills and knowledge.

Know your world – career exploration:

* Students are given the opportunity to consider the requirements and duties of different occupations and reflect on the skills they may need to develop to pursue these occupations in the future.
* Students gain different perspectives about workplace roles and requirements, and build their communication skills through discussion to reach consensus about the correct editing of a text when working in groups.

Manage your future – be proactive:

* Students practice editing written documents, which increases their effective communication.
* Students build communication skills appropriate to the world of work by building their writing skills and through discussing, negotiating and justifying their editing choices when working in groups. They will continue to build these skills through similar tasks throughout their education.