Embedding career education in the Victorian Curriculum F–10

English as an Additional Language (EAL),

Pathway B3: Level 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:** English as an Additional Language (EAL), Pathway B3:
Level 8

**Relevant content descriptions:** Write narrative texts that maintain a cohesive storyline and characterisation [(VCEALC453)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC453)

Use own experience and perspectives to elaborate on and to support a viewpoint [(VCEALA459)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA459)

**Existing activity:** Writing a short story and an explanation of authorial choices.

**Summary of adaptation, change, addition:** Scripting and presenting a mock book launch, reading aloud from a short story and explaining authorial choices.

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 produce a short story, based on real or imagined circumstances. Stimuli could be provided by teacher. Possible stimuli may include an image, a quote, a film clip, song lyrics or poetry, a theme, a personal experience or another story previously shared in class.  | After producing their own stories, teacher leads a brainstorming session on how a writer promotes their work, with a focus on how English language capabilities may impact this. Methods may include promotion on social media, create a website or blog, or participating in a book launch.Teacher shows students a video of a book launch, outlining typical components of such events. Teacher explains that these launches:* offer authors exposure to a wide audience
* usually include a brief reading
* may include an audience Q and A where authors respond to questions posed by their audience.
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| Students draft, write and edit their short story.  | Students are asked to assume the role of an author who will be speaking at a book launch and prepare a script for a presentation. The structure for their presentation includes:* a sentence introducing themselves and the title of their story
* an explanation of their inspiration or stimulus for their story
* a reading of a selected extract from their story
* an explanation of a selection of the authorial choices made in their piece.
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| Students reflect on their experiences as writers and to select moments in their story where they have made specific decisions to achieve a particular purpose. Teachers may guide this reflection with questions such as:* What ideas or themes did you choose to explore? Why?
* How did you use dialogue? Why?
* What language did you use to set the scene or describe people or places?
* What writing devices or techniques did you employ? Why?
* How did you structure your story?
 | Teacher may scaffold the reflection of authorial choices by offering explicit sentence modelling. For example:*I chose to include \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to illustrate the \_\_\_\_\_\_\_\_\_\_\_.**I created a striking image for my reader of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by \_\_\_\_\_\_.* *I explored the idea that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ if \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.* Students write a script containing the introduction, explanation of stimulus, extract, and explanation of authorial choices. |
| Students reflect on the choices they made in their own stories, producing a paragraph that explains and justifies their writing choices. | Students present to their peers at their ‘book launch’, using their scripts. These may be pre-recorded. Teacher guides student reflection on the skills developed during the activity, such as written and verbal communication, justifying an idea or position, and public speaking. Students are guided to reflect on how these skills can be used in other areas of their lives, with a focus on the world of work. Teacher can also encourage students to think about what other roles would be involved in the creation of a book/hosting a book launch, beyond the role of writer.  |

Considerations when adapting the learning activity

* Students may be extended by writing and asking the ‘authors’ questions about their stories at the book launch. This can be further scaffolded by having students read and share their stories with their peers in advance.

Additional resources to help when adapting the learning activity

* Book Fox, ‘[50 brilliant, original questions to ask an author](https://thejohnfox.com/2016/06/good-questions-to-ask-an-author/)’
* Notion Press, ‘[What is a book launch and how does it help to market your book?](https://notionpress.com/blog/book-launch-ideas/)’
* Amra Pajalic, [*Things No One Knows But Me* book launch speech](https://www.youtube.com/watch?v=eGGe5d38x_c)

Benefits for students

Know yourself – self-development:

* Students improve their capacity to express their thoughts through writing, using authentic vocabulary.
* Students use verbal communication skills to interact positively and effectively with their peers, honing skills and improving confidence in presenting orally.

Know your world – career exploration:

* Students gain insight into actual roles encountered in the professional writing industry, enhancing their understanding of the way that tasks in English class are relevant to actual industries and professions.

Manage your future – be proactive:

* Students can be supported to reflect on their skills set and strengths and determine whether a career involving writing or public speaking opportunities may be suitable for them.
* Preparing and presenting a selection of text to an audience is a transferable skill that prepares students for presentations in meetings, contributions to committees or offering their views on a panel.