Embedding career education in the Victorian Curriculum F–10

Media Arts, 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:** Media Arts, Level 7 and 8

**Relevant content description:** Develop and refine media production skills using the technical and symbolic elements of images, sounds and text to represent a specific story, purpose and meaning ([VCAMAM035](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAM035)).

Present media artworks within different community and institutional contexts for different audiences, with consideration of ethical and regulatory issues ([VCAMAP037](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAP037)).

**Existing activity:** Creating a news story.

**Summary of adaptation, change, addition:** Investigating the production of a news story.

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 leads a discussion about school issues that are important to the group. The most popular issues can be listed on the board and, as a class, students vote on the issue they want to report in a news bulletin for the school website. Alternatively, each group can report on a different issue that interests them.  Students investigate a range of news stories from the internet and broadcast media to understand how a news story is structured. In groups, they create a narrative for a news story and use the technical and symbolic elements of media arts to plan the story by creating a production plan and storyboard. | Students consider the roles and responsibilities of people to create a news bulletin, such as scriptwriters, journalists, camera operators, producers and editors, and how these people work in collaboration. |
| Each group shoots and edits their news bulletin. They use equipment to produce sound, camera angles, lighting and characters for their story. Their stories should represent a viewpoint on an issue that is important to them. | Each student in a group is assigned a role in the production of the news bulletin. Students research and list the responsibilities and skills required for their role, with guidance from the teacher, as required. Encourage students to think outside the box. For example, interpersonal and collaborative skills are required to work as a team, not just writing skills to produce a script. |
| Students present their news stories on the school website. | Students reflect on their experience producing a news bulletin and consider how this experience can be transferred to other industries. Teacher asks questions such as: Did you enjoy the process? In full or in part? Which parts did you enjoy? Where else might these skills and responsibilities be useful? If there are skills you would like to develop further, how could you do this? For example, if students want to improve their report writing, can they join a school newspaper or magazine group? What other roles and careers make use of these skills? |

Considerations when adapting the learning activity

* When planning the activity, the teacher should consider introducing and explaining the technical and symbolic elements of Media Arts so they can gain an understanding of the use of materials, equipment and processes.
* To extend the activity, students can investigate the ethics associated with the presentation of news stories and what people in the industry consider when presenting news stories about current events.
* Teachers need to consider how the skills developed in this activity can be transferred to other industries and roles.

Additional resources to help when adapting the learning activity

* ABC, [How to make news](https://www.abc.net.au/btn/rookiereporter/rookietraining/)
* ACMI, [Film it](https://www.acmi.net.au/education/online-learning/film-it/)

Benefits for students

Know yourself - self-development:

* Students build skills in collaboration, teamwork, critical and creative thinking
* Students develop an understanding of the need to consider ethical issues.
* Students consider their personal strengths and weaknesses, and how these can be developed.

Know your world - career exploration:

* Students explore journalism and filmmaking in current affairs.
* Students gain an understanding of the processes involved in producing a news bulletin and the responsibilities of those involved in the production and presentation of news stories.

Manage your future - be proactive:

* Students develop an understanding of how skills can be transferred to different roles and industries, and how they are relevant to decision-making.