Embedding career education in the Victorian Curriculum F–10

Drama, Levels 1 and 2

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 1 and 2

**Relevant content description:** Explore roles, characters and dramatic action in dramatic play, improvisation and process drama [(VCADRE021)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRE021)

**Existing activity:** Using their bodies to present a series of frozen images (tableaux) representing a range of objects in ‘Ten Second Pictures’.

**Summary of adaptation, change, addition:** Working together to use their bodies to create occupational settings in tableaux.

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 calls out various objects and invites students to work together to create frozen images (tableaux) of those objects using only their bodies over the course of ten seconds. | Teacher sets the scene for the activity by brainstorming with students about what kind of work settings they know about. Students are encouraged to consider what sort of people and jobs they would see in these locations. See ‘Considerations’ to help prepare this activity for students at these levels, who may have very little exposure or insight with regard to the world of work.  Teacher asks students to recreate different workplace locations (café, hospital, farm, etc.) over the course of ten seconds. |
| Students present short, simple improvisations. | Students present short, simple improvisations of workplace environments. |
| Teacher asks students guiding questions about their choices in their tableaux. | Teacher asks guiding questions such as, ‘What sort of jobs do people have to do when they work?’, ‘What sort of equipment might they need?’ to further guide students to recreate workplace settings.  Students seek to refine their performance to reflect those occupations or workplaces. |
| Teacher selects one of the objects/scenes as stimulus for a short improvisation. | Teacher asks students to choose a specific occupation(s) to portray in a short improvisation, utilising aspects from the previous discussion to enhance their interpretation of this workplace(s). |
| Students participate in a class discussion reflecting on their tableaux and improvisation. | Students reflect on their performance and consider simple requirements of different occupations and workplaces as reflected in their presentation. |

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 could prepare in advance a range of potential workplaces and occupations that they ask students to recreate to extend student thinking.
* 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.
* 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.
* As an extension, teachers may ask students to create short scenes incorporating dialogue about what they imagine different workplaces to be like.

Additional resources to help when adapting the learning activity

* MullenLowe Group, ‘[Inspiring the future: Redraw the balance’](https://www.youtube.com/watch?v=qv8VZVP5csA)

Benefits for students

Know yourself – self-development:

* Collaborating to develop tableaux as part of a group where they are not presenting to an audience will help students to develop confidence in performing and enhance their teamwork skills.
* Developing their work through self-reflection and group discussion will assist students in the process of refining their work and evaluating the success of their improvisations.

Know your world – career exploration:

* Embodying occupational roles and characters will help students to understand different roles in a variety of workplaces, and how people in those roles work together, allowing them to connect their experiences to the world of work.
* Viewing, presenting and discussing different workplaces may alert students to different jobs or workplaces that they had not previously considered, or did not know about.

Manage your future – be proactive:

* Discussing and refining performance work assists students to negotiate with others, take on feedback, and enhance their original work. These are useful skills for future school and work experiences.
* Improvising and role-playing a range of work roles allows students to learn and explore the world of work in an age-appropriate and engaging way.