Embedding career education in the Victorian Curriculum F–10

Drama, 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:** Drama, Levels 7 and 8

**Relevant content description:** Develop roles and characters consistent with situation, dramatic forms and performance styles to convey status, relationships and intentions [(VCADRE034)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADRE034)

**Existing activity:** In a short improvisation to develop character, students participate in a ‘hot-seating’ activity where they respond to questions in character, allowing the participant to gain greater understanding of their role.

**Summary of adaptation, change, addition:** Answering questions related to occupational roles and ideals, while in character.

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 presents students with a text (short story, image, illustrated book, excerpt from a script), and prepares students to respond to questions from an audience as a character or potential character from that text. | As before, but teacher selects a text where the characters or potential characters are employed in various workplaces and occupations. As an alternative to a text, teacher may use a discussion about students’ career goals or aspirations as a stimulus for this exercise. |
| Students brainstorm ideas about their character’s life and outlook. | Students research the requirements of the occupation(s) that they will be depicting in character, using guided questions designed to elicit insight relevant to the performance task.  Teacher may need to explicitly teach students about work-related skills and duties in different industries before undertaking this exercise. |
| Students ask questions as members of the audience related to key aspects of the text and characters’ motivations while students take it in turns to be in the ‘hot seat’.  Students in the hot seat imagine themselves as a character from the text and answer questions as though they were that character. | Students, as members of the audience, ask questions related to the character’s working life and motivations. Where working with a text, students consider the character’s occupation in relation to key ideas or moments from the text.  Students in the hot seat imagine themselves as a character and consider the conditions and requirements in that character’s job when answering the audience questions. |
| Students reflect on their character’s ideals and aims, and consider how that influences their presentation of that character | In addition, students identify opportunities and challenges that may be associated with their character’s job, and consider how that career influences their character’s life.  Building in the capacity for students to reflect on their character as well as others’ would also extend students’ ability to identify with a wide range of occupational roles. |

Considerations when adapting the learning activity

* When working with a specific text, teachers should consider students’ prior understanding of specific occupations depicted, and may choose to have a discussion of the requirements of those occupations in groups or as a class.
* This activity will be most effective if it exposes students to a wide range of different occupational roles, especially if these are a mix of high-profile and less obvious potential career goals. For example, reflecting on all the different roles within a defined space where large numbers of people work may also be a relevant stepping stone into this activity. Examples include airports, hospitals and shopping malls. In those situations, a relevant text might be a shopping promotional brochure or airline magazine.

Benefits for students

Know yourself – self-development:

* The process of ‘hot seating’ can help students to imagine the circumstances of, and empathise with, people in different circumstances, as well as exploring different emotions and ideas of people in varied jobs. It also helps them to start thinking about their own values in terms of potential work roles.
* Students in the audience develop skills in questioning and communication.
* This process can assist in developing deeper understanding of characterisation, people and analytical thinking, which in turn helps them develop insight related to working with others and/or understanding that different roles may suit different personalities.

Know your world – career exploration:

* Role-playing characters in different occupations helps students to understand different responsibilities of a range of jobs and helps them to consider different career opportunities.
* Engaging in conversations about various roles and viewing the hot seats may encourage students to consider careers that they had not previously, and may motivate them to further explore or investigate those job opportunities.
* Researching different occupations helps students to develop role and character and embody role as part of an actor’s process. This helps gain insight into the work of an actor. Furthermore, taking part in a discussion about work, in the context of a character, gives students a brief opportunity to experience work.

Manage your future – be proactive:

* Improvising as different characters in different lines of work, and watching other students do the same assists students to understand how choices are made in different jobs, and understand how those jobs may contribute to different people and areas of society. This also develops their capacity for making informed decisions about their own future.