Embedding career education in the Victorian Curriculum F–10

English as an Additional Language (EAL),

Pathway A: Level 1

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 A: Level 1

**Relevant content description:** Label drawings of everyday personal activities using language developed in the classroom [(VCEALL071)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL071)

**Existing activity:** Labelling images of work activities performed by the main character of the story *The Little Red Hen*.

**Summary of adaptation, change, addition:** Labelling students’ own images, recognising the purpose and value of collaborative 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 reads the class the story of *The Little Red Hen.*  After reading the story, teacher shows the students images of the Little Red Hen performing her tasks, such as:   * cutting the wheat * carrying the flour * baking the bread * eating the bread.   Teacher models writing labels for each of the images. | Teacher discusses the tasks that the Little Red Hen performed, emphasising that these tasks are the Little Red Hen’s work. Teacher reinforces that the book shows the Little Red Hen performing her job and working hard.  Students are asked to consider the occupations of people doing similar jobs to the Little Red Hen. Students may volunteer ideas such as farmer, baker, labourer.  Students reflect on the Little Red Hen’s attitude to work. With teacher support, students may volunteer observations such as, ‘She works hard’ and ‘She cares about her work’.  Students consider the reward that the Little Red Hen receives for her work. Students may volunteer ideas such as, ‘She gets to eat her bread’.  Students consider the behaviour of the other animals, who do not help the Little Red Hen. Students may volunteer ideas such as:   * The other animals are lazy. * The other animals do not like working.   Teacher guides students to consider the way the Little Red Hen has to do all the work without any assistance. Teacher guides students to discuss the value of working with others, teamwork and the importance of collaboration.  Students are encouraged to offer ideas about why it is important or useful to work collaboratively and help one another. Students are asked to brainstorm different jobs where work is done collaboratively, and what happens when people work together. With support, students may volunteer ideas such as, ‘the work is completed more quickly’ and ‘people enjoy working together’. |
| Teacher explicitly teaches students how to label each of these common activities. This is presented in both verbal and written form, through the use of a whiteboard, on large printed images or on a digital device. | Teacher models the construction of new sentences that capture collaborative work and reward. For example:   * The animals work together to bake the bread. * The animals all carry the wheat. * The animals all rest. * The animals share the bread. |
| Students are given a series of images (print or digital) of the Little Red Hen performing her sequence of tasks. Students label the images using the example labels modelled by teacher. | Students draw and label an image of how the story may have been different if the animals had worked collaboratively. This assists students to recognise the rewards associated with labour, particularly when it is shared collectively. Students label their images, with teacher support. |

Considerations when adapting the learning activity

* Teachers may choose to supply printed labels with each of the Little Red Hen’s tasks, so EAL students can match the appropriate label with the image, rather than to handwrite each sentence.
* Teachers may extend students by having them move beyond the story to consider examples of their own future careers.
* Images from *The Little Red Hen* could be copied to use as a template for the labelling activity.

Additional resources to help when adapting the learning activity

* Kids Learning Videos, *The Little Red Hen* ([video](https://www.youtube.com/watch?v=JTCsL26vob4))
* Short Kid Stories, *The Little Red Hen* ([text and narration](https://www.shortkidstories.com/story/little-red-hen/))

Benefits for students

Know yourself – self-development:

* As they consider the benefits of the animals working together, students learn the value of working with others. This encourages them to work well with others when they are in group situations.

Know your world – career exploration:

* Students can share their understanding of how different skills and attributes are useful in a range of different careers as they link tasks in the story with associated real-world roles.
* This activity assists students to “see work” in their everyday world, thus enabling them to reflect on the nature of work and how it fits into people’s lives.

Manage your future – be proactive:

* By considering the benefits of hard work and the value in working in a team, students begin to learn to make informed decisions by analysing information and weighing up options.