Embedding career education in the Victorian Curriculum F–10

Media Arts, 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:** Media Arts, Levels 1 and 2

**Relevant content description:** Respond to media artworks and consider where and why people in their local area, including Aboriginal and Torres Strait Islander peoples, make media artworks ([VCAMAR024](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAR024)).

Experiment with ideas and develop characters and settings through stories using images, sounds and text ([VCAMAE021](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAMAE021)).

**Existing activity:** Telling stories through images.

**Summary of adaptation, change, addition:** The different types of photos and images that tell stories.

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 introduces the concept that images can communicate messages or stories. The class views a group of images and teacher starts a discussion about the story that each image is telling. Students describe their version of the story in the pictures. Teacher can ask prompt questions such as:   * What do you think is happening? * What do think happened before/after? * What feelings do you see in the picture? * How does the picture make you feel? * How would you describe the place (setting)? | Teacher can extend the discussion to identify where the different images are found (e.g. in a book, on a website, on a mobile phone, on television) and the differences between the images.  Students discuss the people who produce these photos and their vocation/s. They explain what activities they would do if they were the person who created the images and the story they would try to tell. |
| Students plan a series of images for an adventures of a ‘furry friend’ around the school, considering settings for their photo story, the relationship of images and the stories that they tell, and how they can use the images to construct a story.  They take their furry friend around the school grounds and photograph their furry friend in each setting. While students take photos, teacher asks them to think about:   * How can you show what your furry friend is feeling? * What do you want people to know about your furry friend?   What do you want people to feel when they see your furry friend?  The students will need access to technologies such as mobile phone cameras and iPads to help them, which can also develop skills with technologies. | Teacher leads a discussion about the people students have access to in their daily routines. These will be different in each local community. Teacher guides the students to start seeing work around them by asking questions such as:   * Who are all the different people working at school? What are they doing? * Who do they work with? * Who did you see on your way to school? What are they doing? * What jobs were they doing?   These questions could be built into the furry friends’ activity by involving the furry friends in work-related scenarios and encouraging students to think about what tasks their furry friends might do in each scenario. |

Considerations when adapting the learning activity.

* This learning activity is linked to the ‘Furry friends’ resource for Media Arts Levels 1 and 2 in the Victorian Curriculum F–10 sample units of work (see Additional resources).
* Before the activity, teacher should watch ‘Inspiring the future – Redraw the balance’ (see Additional resources) and throughout the activity should engage with students’ stereotypes about the kinds of people who work in which jobs, to encourage students to think more broadly.
* Teacher should plan the logistics of using technologies and understand the relationship between technology and career education.

Additional resources to help when adapting the learning activity

* MullenLowe Group, [Inspiring the Future – Redraw the Balance](https://www.youtube.com/watch?v=qv8VZVP5csA)
* [Visual literacy – Image prompting](https://www.slideshare.net/shunter/visual-literacy-image-prompting)
* [Pictures for writing prompts](https://www.slideshare.net/beckerl1/pictures-for-writing-prompts)
* Victorian Curriculum and Assessment Authority, [Sample units of work, Levels 1–6](https://www.vcaa.vic.edu.au/curriculum/foundation-10/resources/media-arts/Pages/Help-me-find-a-teaching-resource.aspx)

Benefits for students

Know yourself - self-development:

* Students develop their creativity by exploring new techniques to communicate ideas, and to construct a story.
* Students develop their ability to use multi-modal tools to help them create a media artwork.
* Students learn to express their points of view and feelings.
* Students understand how images can tell a story about themselves and the world around them.

Know your world - career exploration:

* Students explore the roles of people who create images, particularly in the media industry, and understand the purposes of images in storytelling.

Know your future - be proactive:

* Students develop skills (including critical thinking, story-telling and capturing images) that can be transferred to other learning contexts.