English Stage 4 – representation of careers in poetry

**Suggested duration:** 2-3 lessons of 40 minutes

Learning for life beyond school is supported when subjects are delivered to students in a way that they can understand how the content is relevant to career pathways and work settings. NESA syllabuses identify work and enterprise as important learning across the curriculum content for all students.

# Career learning benefits and career management skills

Career learning resources have been developed to enrich existing teaching and learning programs to facilitate effective career education for students, supporting students to link classroom learning to workplace applications, including developing career management skills.

Career learning activities embedded within existing curriculum have been aligned to the themes from the [K-12 Career Learning Framework](https://education.nsw.gov.au/teaching-and-learning/curriculum/career-learning-and-vet/career-learning). Activities may relate to one or more of the themes:

* Identity – building and maintaining a positive self-concept, responding to change and developing capabilities
* Experience – discover, investigate and consider opportunities in lifelong learning and work exploration
* Empower – learning to self manage, engage in career decision making and developing skills and capabilities to make informed decisions

| **Theme** | **Career Management Skills** | **Australian Blueprint for Career Development Competency** |
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| **Experience** | Locate and use career information | 5.2 Explore the differences between occupations and industry sectors by locating and using available career information resources |
| **Empower** | Explore the career steps to build a career plan | 11.2 Understand and experience the career-building process |

## What do we want students to know, understand or be able to do?

Students would complete this sequence of lessons at the end of a poetry unit. They will use the skills and understanding of poetic features to respond to and compose texts about careers. The following activities will provide opportunities for students to experiment with poetic features of language and textual forms to engage personally with concepts about careers and to represent ideas in collaboration with their peers. This will culminate in a group task, in which the students produce an anthology of poems representing careers.

### Syllabus outcomes

* **EN4-1A** – Responds to and composes texts for understanding, interpretation, critical analysis imaginative expression and pleasure.
* **EN4-4B** – Makes effective language choices to creatively shape meaning with accuracy, clarity and coherence.
* **EN4-5C** – Thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts.

### Textual Concepts

[Textual concepts](http://englishtextualconcepts.nsw.edu.au/content/what-is-it) form the core knowledge of subject English as stated or implied by the NSW English syllabus for the Australian Curriculum K-12.

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| Textual concept | Why it is important | Stage 4 |
| [Representation](http://englishtextualconcepts.nsw.edu.au/content/representation) | Students need to understand that representations are not neutral. All representations carry personal and cultural meanings and have personal and social effects. Sometimes these meanings are produced through a composer’s conscious choices of language and structure and at other times they may be unconscious reproductions of attitudes, beliefs and values in the world. This leads to the potential for different readings of texts as representations are questioned and reinterpreted.  Students need to be aware of the range of choices available to them in representing people, objects, experiences and ideas as well as how cultural convention may put limits on representation, so positioning them to respond to the world in particular ways. | Students understand that representations are not natural reflections of the world. They learn that:   * representation is the result of conscious or unconscious selection and arrangement according to codes and conventions * representation positions a responder * representations may be intentionally objective or subjective * representations may be intentionally ambiguous * mode and medium require different codes and conventions of representation to produce similar meanings. |

### Assumed knowledge and understanding

To participate in this activity, it is assumed that students have a basic understanding of the following Stage 4 English content:

* Plan, draft and publish imaginative, informative and persuasive texts.
* Apply increasing knowledge of vocabulary, text structures and language features to understand the context of texts.
* Identify and evaluate devices that create tone.

### Learning experiences, adaptations, changes or extensions

#### Activity 1 – Responding to poems about careers.

Read a selection of poems that represent a particular career.

Some suggested poems which can be found at [PoemHunter.com](https://www.poemhunter.com/) include:

* Running a farm - [Farming](https://www.poemhunter.com/poem/farming-3/) by Douglas Alan Stromback
* Teacher - [Teaching...A Noblest Profession](https://www.poemhunter.com/poem/teaching-a-noblest-profession/) by Elvira Marchan
* Nurse - [To Nursing Today](https://www.poemhunter.com/poem/to-nursing-today-international-nursing-day-2014-05-12/), Dr John Celes
* Personal Assistant - [A personal Tribute: In Praise of a Personal Assistant](https://www.poemhunter.com/poem/a-personal-tribute-in-praise-of-a-personal-assistant/), Dr Hohnn Celes
* Professional Boxer - [Working Out of A Corner Office](https://www.poemhunter.com/poem/working-out-of-a-corner-office/), Tom J. Mariani
* Actor – [Acting](https://www.poemhunter.com/poem/acting-9/), Sandra Feldman

Students select one poem that represents a career or job that they find interesting to construct a series of enquiry questions. These questions can be guided using the strategy [QFT (Question Formulation Technique)](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=f25b3) using the [digital learning selector tile](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=f25b3).

#### Activity 2 – Research

Advise students that in subsequent activities they will be required to compose a poem about a career. This may be a career that they aspire to for their own future or a career which they admire/appreciate the services of.

Before composing the poem, students will need to build their background knowledge of the career. To do this, students engage in research about the career they want to write about. This could include using the internet to look at job descriptions or the student could interview someone they know who is currently working in the career they want to represent. To write an authentic poem, students should be advised that they must have a very good understanding of the specific tasks a person who undertakes the career has to complete. To show this understanding, the student will be required to complete a roles and responsibilities statement and what they would do in those positions

#### Activity 3 – Drafting

Students will use the prior research and their acquired knowledge of poetry techniques to compose a poem representing a particular career.

[How to write a poem](https://grammar.yourdictionary.com/grammar-rules-and-tips/tips-on-writing-poems.html) provides some tips to assist students to write a poem. Students are to think or search for a job they would like to pursue once they leave school OR any occupation they can think of that they could write about.

**Teacher Notes**: to support students investigate a career of interest, navigate to [myfuture](https://myfuture.edu.au/home) or [skillsroad](https://www.skillsroad.com.au/career-advice/explore-careers/browse). Model to the class how to identify, key words and how they can be incorporated into their writing, relating this to an industry or specific skills required for a job. Work through the steps in writing a poem together as a class. [How to write a poem](https://grammar.yourdictionary.com/grammar-rules-and-tips/tips-on-writing-poems.html) is one resource that could be used with the class.

Initially students could brainstorm ideas on paper or using a learning activity from the [digital learning selector](https://app.education.nsw.gov.au/digital-learning-selector/). Then when ready, transpose the information into a program such as [Canva](https://www.canva.com/) (this is a free site where students can create an account using their school email), or other publishing sites to add images or create a more creative result.

It would be beneficial if students could use a number of poetic techniques within their new poem. Teachers to decide how many quotes they should include and whether they want Rhyme as one of them or in addition to the quota (as this technique is almost always used with Stage 4 students).

In order for students to find words that rhyme, they can use [Word Hippo](https://www.wordhippo.com/) to help them. This site enables students to put in words and find rhyming words they can use in their poems.

#### Activity 2 - Sharing & Editing

When students have completed their poem, they should share it with other students or their teacher to see whether brainstorming will improve the overall product. The student can use the information given to edit their poem, ready for publishing.

#### Activity 3 - Finalising & Publishing

When students have drafted, written, shared and edited their poem, it should be ready to publish. The teacher could ask the students to share their poems with the rest of the class (or these could be included in a class created anthology). Alternatively, the students could vote to nominate the best 5 poems, which may be shared at a grade/school assembly or published in the school newsletter or newspaper.

**Teacher notes**: poems could be place on displayed in a ‘[gallery walk](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=f25b3)’ around the classroom and students may be asked to respond to their peer’s questions about the representation of a career. The structure of a gallery walk can be obtained from the [digital learning selector](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=f25b3).

Extending on this gallery walk, students could complete a reflective writing piece on how poetry allowed them to represent a job in a new and interesting way.

#### Extend the learning – What comes next?

Explore the occupations that are involved in the process of having a poet publish an anthology through a publisher. Research the process for one of the jobs involved, including:

* commissioning editor/assistant
* copy-editor
* production manager
* typesetter/text designer/cover designer
* proof reader
* Printer
* distributor/warehouse
* publicist
* marketer
* sales manager: digital/main book shops
* book buyers at shops
* bookseller