Embedding career education in the Victorian Curriculum F–10

French: F–10 Sequence, Levels 3 and 4

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:** French: F–10 Sequence, Levels 3 and 4

**Relevant content description:** Present factual information about self, others, and home and school life, using graphic support such as photos, maps or charts ([VCFRC023](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRC023))

**Existing activity:** Creating a daily routine display using time words and verbs, showing different activities that occur throughout the day.

**Summary of adaptation, change, addition:** Interviewing three characters about their daily routine to create a presentation about an occupation.

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 |
| Students learn to read and write the time in the target language, and learn a variety of verbs relating to daily routines, such as wake up, eat, travel, read, write, work, rest and sleep. | Existing activity includes an introduction to, or revision of, language related to hobbies, interests, likes and dislikes.Teacher introduces the topic of work and facilitates a short class discussion to unpack what work looks like. Students brainstorm all the jobs they can think of, then vote to select the top three most interesting jobs on the list (or teacher can select three), which will become the characters ‘interviewed’ later in the activity.Teacher also introduces the concept of the journalist, and explains that in this activity, students will be acting as a journalist to interview three characters who have different occupations, to ask questions about their lives and their daily routines. (The characters will be presented by the teacher, explained below.) Students will present their interview findings about the occupation that they liked best in a poster, in French.  |
| Using the target language, students practise asking each other, ‘What do you do at – o’clock?’ and complete a class survey. | Teacher facilitates a brainstorming session around questions to be used in the interview, and how to ask questions politely. In addition to standard time questions (What time do you \_\_?), these may include other structured questions about hobbies, food, likes and dislikes, such as (What is your \_\_?) or (What do you \_\_?). Teacher creates a checklist or a note-taking sheet to support students’ listening during the interview activity. Teacher introduces language associated with the jobs chosen, for example, if one of the jobs was ‘chef’, language such as ‘to chop’ and ‘to fry’ would be modelled.  |
|  | In a series of short pretend interviews, teacher takes on the role of the three ‘professionals’ in turn, using props as required. The students act as journalists who take it in turns to ask their questions in French to interview the professionals about their daily lives. Students record the information about each of the professionals on a checklist or note-taking sheet.  |
| Using the target language, students create a chart to display the findings of the survey, outlining daily activities that occur at different times of the day. | Students use the information from the interviews to create a poster on an A4 page in the target language. The page should be titled ‘A day in the life of a \_\_\_\_\_\_\_’ (depending on the chosen career) and should include the times of each of the daily activities, as well as any information about the role they found interesting. The posters can be displayed in the classroom or collated to create a class book, showing daily life in a variety of different occupations. Students can be encouraged to reflect on which of these have sparked a personal interest and why. |

Considerations when adapting the learning activity

* Teachers should lead a discussion on the concept of work prior to the activity to allow students to unpack what it entails and ensure students have enough knowledge to ask questions of each professional.
* Teachers will need to discuss interview techniques with the students, including how to present themselves as an interviewer, use of their voice and how to do note-taking.
* Teachers will need to be prepared to answer the questions regarding the routines and interests of the characters presented, focussing on French professional experience where possible. Teachers may source or prepare information sheets about the occupations to support the interviews for students to refer to.

Additional resources to help when adapting the learning activity

* As prior professional learning, teacher watches ‘[Inspiring the Future: Redraw the Balance](https://www.youtube.com/watch?v=qv8VZVP5csA)’ (2 minutes), to ensure stereotypes are challenged or at least not reinforced.

Benefits for students

Know yourself – self-development:

* Students learn how to present themselves in a formal situation, and how to gather information via interview, improving their communication skills.
* Students work with others, developing skills in communication, cooperation and collaboration.

Know your world – career exploration:

* Students begin to understand a range of roles, including the daily routines of these jobs.
* The resulting posters about occupations can become a valuable resource for students regarding future career opportunities.

Manage your future – be proactive:

* Students use opportunities to explore the role of journalist and learn more about a range of careers presented in the activity.