Embedding career education in the Victorian Curriculum F–10

French: 7–10 Sequence, 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:** French: 7–10 Sequence, Levels 7 and 8

**Relevant content description:** Participate in collaborative activities such as performances and presentations that involve planning, making arrangements, transacting and negotiating ([VCFRC092](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRC092))

**Existing activity:** Making arrangements to meet friends.

**Summary of adaptation, change, addition:** Making arrangements to meet a café owner for a job interview.

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 sets up an activity with the purpose of making arrangements to meet for an outing.  Students are presented with the following scenario:  *You are meeting with French friends and need to organise a day, time and activity.* | As an adaptation, teacher instead presents the following scenario to students:  *You want to apply for a casual job working in a French café/French-speaking job near your home. You decide that, to impress the employer, you will speak French when you go into the café to hand in your CV/application. When you go in and say hello to the owner, introducing yourself in French, they immediately invite you to come back for a short interview.*  Students brainstorm all the possible part-time jobs they might apply for where French may be used, the employer may be French or where French may be useful or relevant (e.g. patisseries, cafes, restaurants, French companies, French theatre). Students choose the one they’d like to base their roleplay scenario on. This can be a 15-minute class activity or homework prior to class. |
| Teacher helps students brainstorm the vocabulary involved in making arrangements: days of the week, times, time of day, adjectives (*free/busy*), negative construction (*can/can’t, want to/don’t want to*), suggestions (*Shall we? Maybe we could…? How about…?*).  All the stems created should be able to be followed by ‘+ infinitive verb’. If preferred, do this in ‘*tu*’ form first and then change into ‘*vous*’.  For example:  *Est-ce que tu es libre/disponible… ?*  *Est-ce que vous etes libre/disponible… ?*  *Est-ce que tu peux… ?*  *Est-ce que vous pouvez… ?* | The initial brainstorm of vocabulary involved in making arrangements runs unchanged.  Teacher highlights any language/’person’ changes that would be needed in this situation as opposed to making plans with friends, such as *tu es* replaced by *vous etes* or *‘Ca vous dit de…’* replaced by *‘Ca vous interesse de… ?’* Teacher highlights any linguistic structures or vocabulary that would be necessary for ensuring that the register is appropriate for this scenario, and that students show respect to their prospective employer in a culturally-appropriate manner. |
| Students create cards with each of the stem expressions/questions on them.  In pairs, they map out a variety of pathways of conversation. Each time there is a question, the response can be Yes/No/Maybe with a statement. | Existing activity runs unchanged, but the cards are created using the *vous* form, not the *tu* form. |
| Students complete the roleplay in pairs, using the cards for support as necessary. | Students participate in the roleplay at least twice, switching roles so that they alternate the role of employer and the role of person applying for the job. |

Considerations when adapting the learning activity

* Teacher will need to guide the brainstorming of ‘pathways of conversation’, as with all activities developing skills while working with lower levels of linguistic capacity. Students may provide ideas that use complex structures or advanced vocabulary – teacher should simplify the structures when adding to the brainstorm on the board, or replace them with simpler, more familiar vocabulary.
* As an extension, students could include discussion of the job in their roleplay, such as days of the week and times that are required, how many times each week and how many hours each shift.

Additional resources to help when adapting the learning activity

* Jora, [French-speaking jobs in Australia](https://au.jora.com/French-Speaking-jobs-in-Australia)

Benefits for students

Know yourself – self-development:

* By working in pairs to practise and participate in roleplays, students learn to work with others by using communication skills to interact positively and effectively in simulating real-life workplace contexts.
* By engaging in an activity that practises a real-life situation, students reflect on the way they present themselves, cultural expectations and appropriate communication (e.g. informal or formal), which increases their self-awareness.

Know your world – career exploration:

* Raising student awareness of opportunities to use their French outside the classroom, specifically in a workplace setting, encourages greater reflection and exploration of ideas relating to jobs/careers in which French language skills are relevant and desirable. This develops their understanding of what models of work may be appropriate and how these can be accessed.
* When researching on the Internet to explore local French-speaking jobs, students use technology effectively to research career information.

Manage your future – be proactive:

* By reflecting on local job opportunities where their French language skills may be relevant, students think creatively to make career-enhancing decisions.