Embedding career education in the Victorian Curriculum F–10

Indonesian: F–10 Sequence, Levels 5 and 6

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:** Indonesian: F–10 Sequence, Levels 5 and 6

**Relevant content descriptions:** Compose and perform texts such as a skit, rap or video clip, based on a stimulus, concept or theme [(VCIDC041)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC041)

Translate texts from Indonesian to English and vice versa, selecting from possible choices to create appropriate meaning [(VCIDC042)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC042)

**Existing activity:** Performing or presenting own text on the theme of Indonesian food.

**Summary of adaptation, change, addition:** Using entrepreneurial and creative skills to imagine a food business or product that incorporates South East Asian ingredients to be sold in their own community.

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 provides vocabulary and modelled structures to label and describe Indonesian foods. | In addition to the existing step, Indonesian names for unusual ingredients/dishes are given to small groups to research, translate and explain to classmates. Teacher provides other vocabulary and structures as required. |
| Teacher provides models of Indonesian food advertisements. | Teacher also provides examples of Australian food businesses that incorporate South East Asian ingredients and/or cooking styles. Teacher leads a class discussion about where different foods come from, how SE Asian nations are interconnected geographically and culturally, and commonalities with northern Australia (e.g. climate allows Australian farmers to tap into market for ‘superfoods’ like turmeric). |
| Students make a poster, record a jingle or create a video advertisement in Indonesian for an Indonesian food. | Instead of the step in the existing activity, teacher provides examples of business/product names and advertisements that use foreign words to generate interest (e.g. a gelati shop called Beku Gelato; Indonesian and Malay speakers will know ‘beku’ means ‘frozen’). In groups, students create or describe a product/business idea incorporating Indonesian food/cooking styles. They then brainstorm bilingual wordplay they can use in their product/business name and key Indonesian words to use for effect in an ad. In small groups, students create a simulated social media post to advertise their product/business in their local community. They use strategically placed Indonesian words and phrases to generate interest and use visuals to make these comprehensible to English speakers. |
| Teacher assesses the quality of the work. | Students take part in a class ‘trade fair’ and students/teachers from another class provide feedback on their likelihood to buy the product. Students reflect on how they think this activity might have helped them prepare for situations in later life. For example, understanding the connections between places and languages helps to reinforce the usefulness of being able to speak and manipulate another language. They could extend that to brainstorm roles in which this would be particularly useful.  |

Considerations when adapting the learning activity

* The adapted task may involve less Indonesian language than the existing version so teachers may need to use other tasks to assess students’ ability to create descriptive texts as per Level 5 and 6 achievement standards. However, the nature of this task is likely to generate greater engagement, with students using language of higher personal relevance that is more likely to be retained.
* The adapted task is also relevant to Geography Level 5 and 6 Content Descriptor: Describe and explain interconnections within places and between places, and the effects of these interconnections [(VCGGC087)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC087).
* Teachers will need to find suitable examples of businesses and advertisements. Some suggestions are provided below, current in 2020. Indonesian teacher networks on social media are a good place to seek current ideas.

Additional resources to help when adapting the learning activity

* Some examples of SE Asia inspired Australian food businesses include [Jamu Jawa](https://www.jamujawa.com.au/), [Beku Gelato](https://www.instagram.com/bekugelato/?hl=en)

Benefits for students

Know yourself – self-development:

* Working in a team to come up with a product and create an advertisement helps students to understand and value their own and others’ strengths, interests and skills.
* Acting on feedback gives students opportunities to interact positively and effectively with others and to be respectful of other people’s opinions. Revising a product in response to feedback demonstrates a willingness to adapt and improve.

Know your world – career exploration:

* Tasks can be scaffolded to link the activity to market research and marketing roles and exercise entrepreneurial and creative skills in a simulated task. Discussion about these roles and skills in the course of the unit helps students see connections between their learning and the world of work, with a focus on the application of language skills.
* Students see connections between Australia’s geographical location and access to world markets and connections between food production and service industries. This broadens their knowledge of work opportunities.

Manage your future – be proactive:

* At these levels, students’ career-related learning is largely focused on self-development and exploration of a wide range of possibilities. However, this task provides an opportunity for students with entrepreneurial flair to shine and demonstrates to students that having access to multiple cultures (either through family background or engagement in learning) can provide career advantage.