Embedding career education in the Victorian Curriculum F–10

Indonesian: F–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:** Indonesian, Levels 7 and 8

**Relevant content description:** Give presentations to describe, compare and report on experiences and topics of interest [(VCIDC056)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC056)

**Existing activity:** Making a video recording of a cooking or game demonstration.

**Summary of adaptation, change, addition:** Making a video recording as a learning activity for primary school students learning Indonesian and reflecting on feedback from target audience.

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 vocabulary and structures for describing a procedure. | In addition, teacher outlines the language that a younger group of students will be learning in a future topic. For example, teacher demonstrates language about cooking, sport or directions that young students will learn. |
| Students make a video of a cooking demonstration or demonstration of a sport or board game | Students’ goal is not just to demonstrate their own mastery of the relevant vocabulary and structures but to give a demonstration to younger students, so students have a purpose for communicating accurately, clearly and simply and for using visual prompts to assist comprehension and engagement with their ‘product’. |
|  | Students rehearse their demonstrations in front of each other and give and receive feedback. Students adapt their work to incorporate the feedback.Groups help each other record their videos. |
|  | Students reflect on the skills they brought to and developed during filming, such as clear communication in the delivery of instruction, consideration of an audience, planning and organisation, use of visual supports and language skills. Students discuss occupations and activities that use these skills and how being bilingual can provide an advantage in such roles. Examples could include content creators (such as YouTubers), language teachers, tutors and coaches, tour organisers, and sales/marketing roles. |
|  | Videos are shared with a primary school class to use as a learning resource. Students receive feedback on their resources and reflect further on what they learnt from the rehearsal process and receiving feedback on the final product. Teacher encourages students to reflect on any insight gained from this activity with regard to areas of interest or skills they might wish to develop further. |

Considerations when adapting the learning activity

* Planning this activity in collaboration with a local primary school where Indonesian is taught could help to forge links between primary and secondary schools and encourage primary students to continue learning Indonesian in secondary school. See ‘Additional resources’ for suggested groups to contact to facilitate the collaboration.
* Planning this activity in collaboration with a more distant primary school could provide a greater degree of anonymity for students, which might give them more confidence to perform in front of the camera.
* The teacher should consult with school administration during the planning stages to ensure the project is within school policy on sharing video recordings of students.

Additional resources to help when adapting the learning activity

* Groups to connect with to facilitate sharing video resources and receiving feedback:
* [Victorian Indonesian Language Teachers Association](https://www.vilta.org.au/) (VILTA)
* [Primary Indonesian Language teaching](https://www.facebook.com/groups/PrimaryIndonesian) (Facebook group)
* [Indonesian Language Teachers in Australia](https://www.facebook.com/groups/232152306957419) (Facebook group)

Benefits for students

Know yourself – self-development:

* As they work in teams to plan and film their procedures, and deliver clear instructions via their videos, students use communication skills to interact positively and effectively with others.
* Students reflect on their involvement in the process of making the video and develop awareness of their preferences for activities and careers, for example, as writers, language experts, film makers or presenters. The reflection can also help students identify strengths and areas of development.
* By taking in feedback during rehearsal, and reflecting on the post-performance feedback, students demonstrate the adaptability and flexibility to adjust delivery to communicate in a multilingual environment.

Know your world – career exploration:

* Through the creation of a procedural demonstration video, students gain first-hand experience of teaching others using video, enhancing their ability to use technology effectively.
* Through the activity, students gain insight into developing learning strategies (in this case, strategies to help others learn a second language) which encourages them to participate in lifelong learning as they can apply strategies to their own lives.

Manage your future – be proactive:

* As they plan a demonstration for a specific audience and take on feedback through the rehearsal process, students analyse information and think critically and creatively to make informed decisions.