Embedding career education in the Victorian Curriculum F–10

Japanese, 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:** Japanese, F–10 Sequence, Levels 7 and 8

**Relevant content description:** Access, summarise and reorganise information obtained from a range of texts on a variety of topics, and present it in different formats ([VCJAC166](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC166))

**Existing activity:** Researching the interests of a famous Japanese person and presenting the information on a poster.

**Summary of adaptation, change, addition:** Researching interests and related jobs in Japan and presenting these on a poster.

2. Adapt the learning activity to include a career education focus

|  |  |
| --- | --- |
| Existing learning activity | Adaptations, changes or extensions that can be made |
| Teacher guides students to specific websites to research famous people in Japan, often sportspeople or popstars. Together, teachers and students create a list of information to be found about each person, such as likes, dislikes and hobbies. | Teacher facilitates a class discussion about jobs in Australia, using this opportunity to create a vocabulary list, which can be added to throughout the activity.  Students share what they know about Japanese jobs and consider unique aspects of Japanese life and culture, and how these might be reflected in jobs. These aspects could include Japanese animation, technology and geography, including volcanoes and snowfields.  Teacher introduces unique Japanese jobs to stimulate further contemplation of different jobs in Japan. |
| Using a variety of sources, students research their chosen Japanese personality. As much as possible, their notes should be in the target language. | Students list their individual interests using the target language.  Students research Japanese jobs that would suit their interests, making connections between their interests and potential jobs they discovered. |
| Students individually create either a poster with their chosen personality. Teacher facilitates a class discussion about how to best present the information in poster format, taking into consideration the audience, amount of information required, relative importance of the information and layout. | Students choose one of the Japanese jobs that match their interests or that they are most curious about. They design a poster outlining their area of interest and their chosen job. They should include information on the tasks that someone in this job does, and personal qualities and skills someone would need to do this job. After developing the poster, students then reflect on their own qualities and skills and consider how suitable they would be for this job. |
| Final work is presented either in written form or in an oral presentation, in the target language if possible. | Students present their poster to the class, using target language to describe their area of interest and chosen job. They should discuss why they chose this job and how it relates to their own skills and interests. |

Considerations when adapting the learning activity

* Teacher should research and prepare information about Japanese jobs prior to the activity (see Additional resources). Being able to guide students’ research and discussions by using examples prepared earlier may lead to richer discussion and more effective research by the students.
* Teacher may display the posters around the school to increase the profile of the language within the school community and demonstrate job and career paths for students.
* This activity can be replicated in any Language classroom.

Additional resources to help when adapting the learning activity

Websites outlining jobs available in Japan:

* Just Landed, [The Japanese job market](https://www.justlanded.com/english/Japan/Japan-Guide/Jobs/Introduction)
* Motivist Japan, [Getting part time jobs in Japan](https://motivistjapan.com/getting-part-time-jobs-in-japan/)
* [Jobs in Japan](https://jobsinjapan.com/)
* Snow Japan, [Winter season jobs](https://www.snowjapan.com/japan-ski-general-information/winter-season-jobs)
* Ski Japan, [Employment](http://www.skijapan.com/employment/)
* Japanese Level Up, [12 unique and fun jobs using Japanese](https://japaneselevelup.com/unique-and-fun-jobs-using-japanese/)
* Japan Talk, [14 jobs in Japan for foreigners](https://www.japan-talk.com/jt/new/14-jobs-in-Japan-for-foreigners)

Benefits for students

Know yourself – self-development:

* Students reflect on their own interests and skills, building self-awareness.
* Student present to the whole class, developing their presentation and communication skills in a formal situation.

Know your world – career exploration:

* Students use technology to participate in online research relating to careers, with some guidance from the teacher.
* Students explore different career paths connected to interest areas.
* Students understand how jobs are different in different communities and/or countries, and how language skills may provide access to a wider range of career opportunities.

Manage your future – be proactive:

* Students learn about career opportunities that relate to their areas of interest. By researching these and collating the most relevant information, they start to develop skills in organising information and making decisions about the value of information they find when researching.
* Using authentic sources to gather information shows students how and where to look for information related to careers, not only in their first language.