Embedding career education in the Victorian Curriculum F–10

Japanese: 7–10 Sequence, Levels 9 and 10

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, Level 9 and 10

**Relevant content description:** Recognise and explain how the Japanese language carries embedded cultural information, such as the prioritising of collective well-being, respect and harmony ([VCJAU036](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAU036))

**Existing activity:** Developing a self-introduction and creating a name card to present information.

**Summary of adaptation, change, addition:** Creating a business card to represent skills, knowledge and potential career path.

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 develop a self-introduction and create a name card (めいし) that reflects the Japanese practice of ordering information in a particular way. | Students are asked to share what they know about business cards in Australia. They are then introduced to Japanese *meishi* (business cards) and the etiquette embedded in the tradition of business card exchange (see Additional resources).  Students then discuss and list aspects of the exchange that reflect Japanese culture, e.g. formulaic language used, use of two hands to give the card, presenting with text facing the recipient, rank and seniority in handing out the cards. This discussion may be done either in the target language or bilingually. |
|  | Students research examples of Japanese business cards and make note of unique features, e.g. bilingual text, rounded corners, use of traditional Japanese patterns, washi paper, use of *sumie* (ink art), and discuss how these reflect the business they represent and elements of Japanese culture. Throughout this discussion, they develop a bilingual word list to describe these features. |
| Students create a name card following the criteria provided by teacher and using a layout template that reflects traditional Japanese business card specifications. | Students use career guide websites to explore career options and choose a potential career that would suit their interests and aspirations.  They then design a business card that incorporates features to reflect both their interests and career goals. They present this to the class, using the target language to outline features that reflect their interests and chosen career. |
| Students view a video on Japanese business card etiquette and learn the language related to exchanging name cards in Japan.  Teacher assessment of the language contained in the student’s name card and the exchange of cards according to the following criteria:   * oral language * written language * appropriateness of language included in the card * inclusion of relevant levels of politeness * accompanying gestures. | Teacher offers an open forum for reflection on this activity, and the use of business cards in Japan. Some guiding questions could include:   * Why do you think business cards are so important in Japanese society, thinking about the Japanese concept of ‘face’? * What role do they play in Japanese society? * How does Australia differ in the use of business cards? * What other avenues are used in Australia to connect people to potential careers? (social media, LinkedIn) |

Considerations when adapting the learning activity

* The research component of this activity may provide students with the opportunity to explore future study and training options that relate to areas of interest. However, they may need some guidance in sourcing this information, e.g. Department of Education, myfuture website, Job Outlook website.
* While this activity is culture-specific to Japan, it has value as a language activity for other languages as a means of exploring workplace cultural differences.

Additional resources to help when adapting the learning activity

* Asian Business Cards, ‘[Japanese business card samples](http://www.asianbusinesscards.com/japanese-business-card-samples/)’
* JapanTravelTV, ‘[Meishi Kokan (Business cards)](https://www.youtube.com/watch?v=of8UgykfUbw)’
* Asian Business Cards, ‘[Business Card & Travel Etiquette Guide: Exchanging Business Cards in Japan](http://www.asianbusinesscards.com/business-card-exchange-etiquette-guide-culture-tips-for-japan/)’
* [myfuture](https://myfuture.edu.au/) (career guide website)
* [Job Outlook](https://www.joboutlook.gov.au/) (career guide website)

Benefits for students

Know yourself – self-development:

* Students reflect on their own interests and strengths, which further develops their sense of identity.
* Students can present themselves in a formal and professional manner by creating a business profile and adopting formal behaviours, language and gestures in the exchange of their business cards.

Know your world – career exploration:

* Through self-reflection and research, students begin to develop an understanding of potential careers that would suit their interests and abilities, and pathways to those careers.
* Students can embrace the use of technology, not just in the research component of this activity, but also in the development of their own business card.
* Developing in-depth knowledge of cultural practices and their relationship to the language can assist in raising awareness of additional career opportunities in countries or workplaces where this language is spoken. It can also highlight the importance of the role of language in participating in a variety of cultural practices appropriately.

Manage your future – be proactive:

* Researching pathways to careers of interest and developing a business card that reflects that interest (and their personalities) equips students with the skills to plan and manage their careers.