Embedding career education in the Victorian Curriculum F–10

Modern Greek: 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:** Modern Greek: F–10 Sequence, Levels 7 and 8

**Relevant content description:** Participate in collaborative tasks, activities and experiences which involve making decisions, negotiating, planning and shared transactions. ([VCELC155](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC155))

Convey and present information and ideas on a range of topics in different types of texts and modes. ([VCELC158](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC158))

Participate in intercultural interactions, reflecting on choices and adjustments made to language and behaviour when communicating in Greek and demonstrating awareness of the importance of shared understanding. ([VCELC163](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC163))

**Existing activity:** Developing a class profile to share with a sister school.

**Summary of adaptation, change, addition:** Adapting the class profile into individual profiles that share interests and skills, which are linked to potential careers.

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

|  |  |
| --- | --- |
| Existing learning activity | Adaptations, changes or extensions that can be made |
| Teacher facilitates a brainstorming session to collect information about students in the class, such as physical characteristics, personalities, likes and dislikes, hobbies, favourite school subjects, etc. The class creates a word bank in the target language, which students use to create a class profile to share with their sister school. | The activity is adapted as an individual student profile in the target language to share with the sister school as a video. Students should introduce themselves, their leisure activities, their values, their strengths and skills, people they admire, and discuss if any of the above factors have influenced what they might like to do for work.  To begin the activity, teacher introduces students to the ‘100 Jobs of the Future’ website and leads them to take a quiz that matches their skills and interests to emerging jobs (see ‘Additional resources’). Students use the insight about potential career paths or opportunities in their personal profiles, alongside the other personal information. Teacher may need to provide vocabulary related to the students’ results. |
| Teacher offers linguistic support in development of the class profile, providing additional vocabulary and modelling sentence structure. | Teacher confers with students during the development of their profiles, exploring how writing to a specific audience is a career skill. Teacher leads a class discussion about different and appropriate ways of communicating with others, including in online interactions with the sister school class. Students reflect on and discuss their language choices when communicating in Greek. |
| Teacher assesses the completed class profile against required criteria:   * Appropriate sentence structure * Correct use of punctuation * Appropriateness of text for the audience * Appropriate intonation and stress. | Students edit their profile based on teacher feedback and present the final copy for assessment. The class films each student profile and shares them with their sister school during their next online meeting.  Teacher leads students to understand how presenting information with confidence is a skill that will be useful in a job interview, and asks students to think of other work settings where this would be important. |
| Students film their class profile for their sister school. | The class discusses the importance of communicating appropriately for different audiences. They reflect on the language choices they need to make and their behaviour when communicating with others.  Students also reflect on what they learnt about themselves and the world of work through the activity. |

Considerations when adapting the learning activity

* Teacher may need to guide students when discussing the culturally appropriate way to interact with others, whether online and face-to-face.
* Teachers should preview the ‘100 Jobs of the Future’ website and quiz prior to the activity, so that its use can be adapted appropriately for their classroom situation. It is not essential to complete the quiz in order to raise awareness on how their skills and interests could be linked to future career opportunities.

Additional resources to help when adapting the learning activity

* 100 Jobs of the Future, [“What will the future look like for you?” quiz](https://100jobsofthefuture.com/quiz/)
* [100 Jobs of the Future](https://100jobsofthefuture.com/browse/)

Benefits for students

Know yourself – self-development:

* Students reflect on their personalities, skills and positive attributes, and articulate them in Greek. This develops their self-awareness and language skills.
* Students learn to listen to, and act on, feedback and understand the need to improve upon work.
* Students learn to speak with correct pronunciation, intonation and expression, and build self-confidence in presenting in front of others.

Know your world – career exploration:

* Students identify jobs that might interest them in the future, based on their skills and strengths.
* Students learn the value of communicating appropriately based on the audience, and how this is valuable in work settings.

Manage your future – be proactive:

* Students practise different ways of communicating with others and presenting themselves in a positive manner. They link this to the different modes of communication needed in work settings, expanding their skills in this area.