Embedding career education in the Victorian Curriculum F–10

Modern Greek: F–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:** Modern Greek: F–10 sequence, Levels 9 and 10

**Relevant content description:** Obtain, analyse and evaluate information and ideas from multiple spoken, written, print or digital sources on a range of issues. ([VCELC174](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC174))

 Adapt and present information, ideas and opinions on a range of issues in a variety of text types and modes selected to suit audience and purpose. ([VCELC175](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC175))

 Create a range of bilingual texts for a variety of purposes and audiences, reflecting on how meaning can be conveyed effectively. ([VCELC179](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC179))

**Existing activity:** Researching a concept or issue from an area of interest and creating informative texts such as posters, brochures and web pages.

**Summary of adaptation, change, addition:** Viewing or conducting interviews with Greek-speakers to create a poster and speech for presentation at a school careers expo.

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 choose and research an issue from a learning area of interest. | Teacher leads a class brainstorm in Greek about types of careers and jobs that enable or require people to use a language other than English.Students use sources such as interviews to research a Greek-speaking person living overseas who works in an industry that interests the student (see Additional resources). Students compare and contrast the experiences of this person with those of an Australian of Greek heritage who works in the same industry, focussing on the differences and similarities of their experiences, decisions they have made, key points in their careers, people who influenced them, the effect of their culture on their career, the benefit of having a second language in their career, and specific qualifications and/or training they needed for their career. In writing about these, students should use key vocabulary associated with the industry in the target language. |
| Students create a poster in Greek about their chosen topic. | Teacher provides examples of career posters or brochures and the class discusses features of the text types. Students create a bilingual poster for the industry they researched to be shared with the class and displayed in a career expo for younger students. They prepare a speech to present with their poster, and could also record their presentation as a video to share with other schools where Greek is taught. |
|  | Students reflect on the similarities and differences in industries between Australia and Greece, and identify the benefits of being able to speak a second language in the workplace. Students consider if they are still interested in the industry they researched, or if they were presented with another industry that interested them just as much or more. How does this affect students’ career planning? Teachers can encourage them to talk to their school’s careers practitioner if they want to find out more about a particular industry or career. |

Considerations when adapting the learning activity

* Teachers could invite a guest speaker who has lived and/or worked in Greece, or who has learned Greek to assist their work in Australia, to speak to the class about their positive experiences of using Greek in their work. School policy regarding excursions and school visits will need to be followed.
* Teachers should keep in mind that people in Australia with Greek heritage may have different experiences of their employment, and help students understand this too. See Additional resources.
* If planning to share presentation videos with other schools, teachers can network with their subject association or look on the DET or VCAA website for schools that offer Greek.
* The school’s careers practitioner can assist students with their research, and can provide the teacher with resources such as career posters and brochures.

Additional resources to help when adapting the learning activity

* SBS Greek, [Community stories](https://www.sbs.com.au/language/greek/community-stories/en?page=5)

Benefits for students

Know yourself - self-development:

* Students build self-awareness of their interests and how they connect with potential careers.
* Students use communication and formal presentation skills to share their research with others.

Know your world - career exploration:

* Students understand connections between language skills and career opportunities.
* Students understand how work differs within an industry and between countries.
* Students develop research skills by working with a careers practitioner to increase their knowledge about possible careers in Australia and Greece.

Manage your future - be proactive:

* Students use research and insight gained to make informed decisions about possible career opportunities and planning.