Embedding career education in the Victorian Curriculum F–10

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

**Relevant content description:** Consider how own biography including family origins, traditions, interests and experience, impacts on identity and communication [(VCFRC065)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRC065)

**Existing activity:** Compiling a personal biography for themselves or another person

**Summary of adaptation, change, addition:** Compiling a biography for a French professional that specifically includes information related to that person’s working life and how it was influenced by their interests, experience, family origins and other factors.

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 produce a biographical profile of themselves. They incorporate captioned photos, slide presentations, posters or concept maps to highlight key characteristics, relationships and how they use language. | As an adapted activity, teacher first leads a discussion on the kinds of professions students are interested in, as well as their hobbies and interests.Students then choose a French-speaking person who is well-known in one of the fields identified, in order to create a biographical presentation on that person. |
| Students present their profiles to their peers. | Students compile a detailed biography for this person. The profile must include their early years through to their most recent endeavours. Students analyse their research to identify the things in their early life that led them to their careers. They consider questions such as:* What did they do as children that led them into this field of work?
* What about their personality lends itself to being successful in their field?
* Were the opportunities for their career related to where they grew up, family influence, language or culture?
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|  | This activity will work best if students have the opportunity to share their findings with each other and thereby learn about a wider range of biographies and to hear about a variety of potential career opportunities. Learning about the career opportunities is a valuable by-product of the biography activity. As such, the reports should be presented in a way that can lead to a gallery walk or similar. |
|  | Students identify two profiles that interest them and explain why they are interested in those people above the others.Teacher encourages students to reflect on any insights gained from their research and the presentations that may influence their own career thinking and planning. For example, students identify a selection of career areas that might interest them. Teacher can support students to research pathways to those careers if appropriate. |

Considerations when adapting the learning activity

* Students may benefit from having compiled an autobiographical profile prior to this activity.
* A gallery walk is when students display their work for others to view. This facilitates discussion of each other’s work and can be supplemented with a requirement to collect specific information from other people’s profiles, or provide feedback.

Additional resources to help when adapting the learning activity

* RFI, [Aya Nakamura: the unstoppable queen of streaming](https://www.rfi.fr/en/culture/20200730-aya-nakamura-the-unstoppable-queen-of-streaming-music-afropop-french-malian-rnb)
* Vogue, [Yves Saint Laurent biography](https://www.vogue.co.uk/article/yves-saint-laurent-biography)
* Football History, [Thierry Henry](https://www.footballhistory.org/player/thierry-henry.html)

Benefits for students

Know yourself – self-development:

* By presenting their personal profiles to their peers, students use communication skills to interact positively and effectively.
* As they create their own biographies, as well as linking the profiles of others to their own interests, students gain self-awareness.

Know your world – career exploration:

* When researching the biographies of their case study subjects, students use information and technology effectively. Researching and analysing information to justify a position are important skills in a range of careers.

Manage your future – be proactive:

* By reflecting on the profiles that interest them, and being supported to identify pathways to those careers, students take steps to plan and build their career.
* Charting the career paths of people of interest allows students to recognise that careers are evolving journeys, and that change is a normal part of the career process.