Embedding career education in the Victorian Curriculum F–10

French: 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:** French: 7–10 Sequence, Levels 9 and 10

**Relevant content description:** Participate in collaborative projects that make connections between French language and culture and other curriculum areas ([VCFRC110](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRC110))

 Access and analyse information from different sources, identifying how culture and context influence the presentation of ideas [(VCFRC112)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRC112)

**Existing activity:** Exploring the impacts of fast-fashion in French-speaking countries, and strategies/businesses that are combating the effects, delivering the findings as a persuasive oral presentation.

**Summary of adaptation, change, addition:** Delivering an oral presentation of a case study of a specific French sustainable fashion brand, with an emphasis on the jobs associated with the brand’s work.

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 are tasked with creating a persuasive oral presentation (in French) to educate people on the environmental impacts of fast-fashion in French-speaking countries, and strategies being used combat the issue. The presentation should be action-oriented, to motivate people to support these strategies, and can be supported by visual slides.Students can develop their understanding of the issue of fast-fashion through research in an Australian context before moving to French-speaking countries. They work in pairs or small groups to use a range of resources to gather information and develop understandings, linguistic proficiency and new vocabulary. This includes specific terminology for current global environmental concerns. | The task is adapted so students work in teams and each team selects one French or French-speaking company to use as a case study and deliver the oral presentation of their findings as though they are an owner of a sustainable fashion company motivating people to buy their goods and/or adapt their shopping habits. Teacher can present students with the following scenario:*You are the CEO or director of a French or French-speaking fashion company. With your team, you deliver a collective ‘pitch’ to a potential investor (the teacher) to persuade them to invest in the company. The investor has money that they are keen to invest, but only in a sustainable business and they need to be convinced that your business is the best one.* Each person in the team must speak about their role (for example, one person is the manager, one person is the designer, another person is in sales, etc), and they each need to explain how their work practices support sustainability. Teacher should allow students time to research the tasks and responsibilities associated with their role. |
| Students work in pairs or small groups to present their work appropriately (e.g. a visual presentation, oral presentation to the class, a video, etc). Their presentation should demonstrate the environmental impacts of fast-fashion, and explain the initiatives that businesses are using to combat the effects. | In teams, students discuss ways to deliver the collective ‘pitch’ effectively, and the communication strategies that would help to persuade the potential investor (the teacher).  |
|  | Students reflect on what skills they have developed in the activity and how these skills might benefit their careers in the future. Students consider if their research and presentation has led to any insights for their own career planning. |

Considerations when adapting the learning activity

* Students can be extended to explore the career opportunities related to ethical fashion in both Australia and France. Teacher encourages students to look beyond the obvious connections to explore career roles connected to sustainability.
* Students can use JobOutlooks (see Additional resources) to research their roles, but may also be able to conduct internet research in French.

Additional resources to help when adapting the learning activity

* RFI Saviors, [Fashion and recycling](https://savoirs.rfi.fr/fr/apprendre-enseigner/environnement/mode-et-recyclage)
* Glamour, [The best French brands you haven’t heard of yet](https://www.glamour.com/gallery/french-clothing-fashion-brands)
* The New York Times, [In Paris, eco-friendly brands make a style statement](https://www.nytimes.com/2019/11/21/style/paris-fashion-environment.html)
* [JobOutlook](https://joboutlook.gov.au/)

Benefits for students

Know yourself – self-development:

* Students build teamwork skills and the ability to communicate effectively.
* Students practise their public speaking skills through their oral presentation. Students’ learning can be scaffolded to demonstrate how presenting themselves well is an important employability skill.

Know your world – career exploration:

* Researching the jobs associated with ethical fashion beyond the obvious work of a designer helps students learn more about the labour market.
* Presenting their case study as though they were invested in the results allows students to experience the work of a small business owner looking to garner support for their business.

Manage your future – be proactive:

* Students think critically and creatively in order to translate their findings on the impacts of fast fashion into a presentation that may motivate people to change their shopping habits. This is a skill that can help them make informed decisions about future career paths and opportunities.
* Students utilise an opportunity to learn and explore the world of work as they research the effects of fast-fashion on the environment and link this knowledge to jobs.