Embedding career education in the Victorian Curriculum F–10

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

**Relevant content description:** Interact with others to make decisions and solve problems when making plans or obtaining goods or services [(VCIDC104)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC104)

**Existing activity:** Writing an application for a student exchange program, explaining reasons for doing so.

**Summary of adaptation, change, addition:** Researching a social enterprise and creating a letter to seek collaboration/internship/exchange.

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 read information about student exchange experiences (e.g. as a topic in a textbook). | Students view/read interviews with or profiles of Indonesian social entrepreneurs or activists who have channelled their interests into social enterprise, for example, turning passion for diving into environmental activism, or using design skills to turn waste packaging into fashion accessories. |
| Teacher provides a model for writing an application for a student exchange, including how to explain why they are applying for the program. | Students conduct independent research to identify an Indonesian social enterprise they might want to work for during a gap year or an entrepreneur they admire and want to seek advice from about their futures. They also investigate how they might contact them, e.g. via email or social media.  Teacher provides Indonesian sentence starters to help students explain their interest in the identified enterprise. |
| Students adapt the model to write an application for a student exchange. | Students draft an inquiry to their target organisation/individual. Teacher provides feedback on draft. Students incorporate teacher feedback into final draft, which may be formatted as an email or used as a script for a video message. |
| Teacher assesses the language skills demonstrated in the text. Students may be inspired to consider applying for a student exchange. | Teacher assesses students’ language skills in the same way they would assess the existing activity. In addition, students are encouraged to reflect on how their attitudes and understanding of social service and careers may have changed in the course of the activity. Students may choose to send the inquiry to the target organisation or individual.  Students can also be encouraged to consider the various career-related skills they practised during the activity, such as writing for a formal purpose. |

Considerations when adapting the learning activity

* Teachers can search ‘Indonesian social enterprise’ for current examples of social entrepreneurs or see links in ‘Additional resources’ below.
* Teachers may wish to consult with English and Business and Economics teachers to find out what aspects of this topic might already be familiar to students (e.g. persuasive language, social responsibility in business) and to alert them to concepts their students are learning in Indonesian that they might be able to draw on themselves. Teachers from other learning areas may also offer the Indonesian teacher inspiration, and share resources to connect the task to other areas of the curriculum in more depth.

Additional resources to help when adapting the learning activity

* Indonesian social entrepreneurs: [Swietenia Puspa Lestari](https://www.diverscleanaction.org/ocean/about) (environmental activist), case studies on [Filanthropi YouTube](https://www.youtube.com/channel/UCmR0EHSTiwbkdQQ72Se2GLQ) channel, [Butet Manurung](https://www.youtube.com/watch?v=LlHEOfhImJ4) (social entrepreneur) on KejarMimpi YouTube channel
* Pioneer’s Post, ‘[Millennials lead social enterprise surge in Indonesia](https://www.pioneerspost.com/news-views/20181217/millennials-lead-social-enterprise-surge-indonesia)’

Benefits for students

Know yourself – self-development:

* As they research and identify social enterprises that appeal to them, students build self-awareness of interests and how these can relate to future careers.

Know your world – career exploration:

* Students investigate future opportunities for work in Indonesia, as they identify social enterprises. This connects their learning to the world of work.
* Students gain a deeper understanding of the factors that drive career choices and how skills and interests can be relevant to a range of industries. This expands their insight into potential career pathways.

Manage your future – be proactive:

* Students use research skills to identify a potential mentor or future workplace and can use Indonesian language skills to communicate with those contacts if appropriate. These are skills that will allow students to plan and build their own careers.
* Practising the manipulation of language to create formal texts will help students identify skills they will need for job-seeking communications later in life.