Embedding career education in the Victorian Curriculum F–10

Japanese: 7–10 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:** Japanese, 7–10 Sequence, Levels 7 and 8

**Relevant content description:** Locate key points of information in a range of texts and resources and use the information in new ways ([VCJAC004](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC004))

**Existing activity:** Locating information about a food item using a variety of multimodal resources and creating an informative text in the target language.

**Summary of adaptation, change, addition:** Assuming the role of advertiser to promote a Japanese food item.

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 research a variety of multimodal resources (hard copy menus, online menus and video commercials) to obtain information about popular fast foods available in the target country. The class discusses the findings and teacher lists the most popular foods on the board.  Teacher presents the task: Students create a poster about their favourite popular item of Japanese food to present to the class.  Students develop a word bank by listing unknown vocabulary, and adjectives and nouns relating to popular foods. Unfamiliar words can be translated using a multilingual dictionary. | Teacher introduces the concept of students as advertisers and shifts the focus to marketing rather than simply describing a selected food.  In English, students brainstorm what an advertiser has to consider when they are promoting a particular product – in this example, food. Teacher leads a discussion about the activities involved in this type of career, and highlights that students will use some of the same skills to carry out their task.  Teacher guides a discussion about the methods used to gain attention in advertising, such as using short pieces of text, large font, catchy tunes and jingles. Students brainstorm the different roles in advertising and consider the tasks that advertisers might do. They consider questions such as: Might these roles and tasks be different in Japan versus Australia? What skills might be useful for these tasks? Can these skills be applied to other jobs? What challenges and obstacles might an advertiser face? Encourage students to think beyond obvious answers, such as coming up with a catchy jingle. For example, clients may be difficult to work with. Remember that advertising occurs in different media – TV, radio, print – and challenges may be different based on the medium.  Teacher presents the scenario, which could be related to solving a problem in the local community, such as introducing a new food in the school canteen that needs to be promoted in the school community.  *‘The manager of the school canteen knows you speak Japanese, and has asked you to help with the launch of a new Japanese food item to be sold at the canteen as a special edition menu item during Japan Week. Your job is to help promote this initiative by producing a poster (either digital or hard copy).’* |
| Students select a popular Japanese food item to focus on (e.g. sushi, burgers, noodles, etc). With teacher guidance as required, students use menus and advertisements on YouTube for information about the ways the chosen food item is described. Students should expand their vocabulary list with language specific to their chosen food. | Students focus on adding to the descriptive vocabulary in ways that will be helpful in terms of marketing that food – for example, describing it using persuasive language.  Students create a short catchphrase in the target language (along the lines of the ‘I’m loving it’ for McDonalds, etc) to be added to their poster. This catchphrase could be taught to other class members as a means of increasing all students’ language. |
| Students incorporate teacher feedback to complete their poster about their favourite popular item of Japanese food | Students evaluate the effectiveness of the advertisements presented and seek feedback from the canteen manager and their peers. They consider the strengths and weaknesses of their advertisement and how they would improve it. Did they successfully persuade people? Did they enjoy it? How can this insight be applied to their life and future? Students reflect on their role as advertisers. What parts were challenging and which came naturally? What does this say about their strengths and weaknesses? |

Considerations when adapting the learning activity

* The extension activity can be broadened to create a billboard or TV advertisement.
* Teacher will need to source appropriate resources to support career learning. These could include videos of what advertisers do in a day and explanations of career pathways into and around advertising.
* Teacher may wish to source a range of print and video advertisements that demonstrate marketing concepts, for example that show limited text, catchy phrases and maximum hype.

Additional resources to help when adapting the learning activity

* [マクドナルド ベーコンマックバーガー CM（1993年)](https://www.youtube.com/watch?v=1SazyVkQhA8) (McDonald’s Bacon McBurger (1993))

Benefits for students

Know yourself – self-development:

* Students build skills in researching and selecting relevant information.
* Students develop their capacity to present information in different formats according to audience requirements.
* Students evaluate their strengths and weaknesses.
* Students improve literacy and their ability to analyse information by using a multilingual dictionary.

Know your world – career exploration:

* Students understand how marketing and advertising affect opinions about a product.
* Students gain insight into an aspect of the labour market and build skills relevant to working in advertising, which can be applied to other fields of work.

Manage your future – be proactive:

* Reflecting on how their skills and interests connect with a specific career helps students make informed decisions about areas they may choose to investigate later in life.