Embedding career education in the Victorian Curriculum F–10

Japanese: F–10 Sequence, Levels 3 and 4

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: F–10 Sequence, Levels 3 and 4

**Relevant content description:** Present factual information relating to familiar home, community and cultural contexts, using graphic and digital support such as photos, tables, lists and charts ([VCJAC131](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC131))

**Existing activity:** Creating a daily routine display using time words and verbs, showing different activities that occur throughout the day.

**Summary of adaptation, change, addition:** Interviewing characters about their daily routine to create a presentation about an occupation.

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 learn to read and write the time in the target language, and learn a variety of verbs relating to daily routines, such as wake up, eat, travel, read, write, work, rest and sleep.Existing activity includes an introduction to, or revision of, language related to hobbies, interests, likes and dislikes. | Teacher extends the activity by introducing the topic of work and facilitates a short class discussion to unpack what work can look like. Teacher also introduces the concept of the journalist, and explains that in this activity, students will be acting as a journalist to interview five characters who have different occupations, to ask questions about their lives and their daily routines. (The characters will be presented by the teacher, explained below.) Students will present their interview findings about the occupation that they liked best in a poster, in Japanese.  |
|  | Teacher introduces the Japanese nursery rhyme大きくなったら何になる？(What will you be when you grow up?) via the video clip linked below. Teacher pauses it at different places and uses it to introduce the vocabulary for the five occupations (doctor, cake maker, hairdresser, police officer, and sumo wrestler) and the ideas presented in the song about those occupations. Teacher facilitates a short class discussion in English about what each job entails, and what kind of person might enjoy those jobs.The introduction of additional vocabulary relative to these careers may be required throughout the process, for example, nouns such as injection, cream and cake, and verbs such as mix, protect and the sumo exclamationどすこい.  |
| Using the target language, students practise asking each other, ‘What do you do at – o’clock?’ and complete a class survey. | Teacher facilitates a brainstorming session around questions to be used in the interview. In addition to standard time questions (What time do you \_\_?), these may include other structured questions about hobbies, food, likes and dislikes, such as (What is your \_\_?) or (What do you \_\_?). Teacher creates a checklist or a note-taking sheet to support students’ listening during the interview activity. |
|  | Teacher creates simple paper masks, each printed with the faces of each of the five occupations taught. In a series of short pretend interviews, teacher wears the mask to take on the role of the five ‘professionals’. The students act as journalists who take it in turn to ask their questions in Japanese to interview the professionals about their daily lives. Students record the information about each of the professionals on the checklist or note-taking sheet.  |
| Using the target language, students create a chart to display the results of the class survey – in this example, outlining daily activities that occur at different times of the day. | Students use the information from the interviews to create a poster on an A4 page in the target language. The page should be titled ‘A day in the life of a \_\_\_\_\_\_\_’ (depending on the chosen career) and should include the times of each of the daily activities, as well as any information about the role they found interesting. The posters can be displayed in the classroom or collated to create a class book, showing daily life in a variety of different occupations. Students can be encouraged to reflect on which of these have sparked a personal interest and why. |

Considerations when adapting the learning activity

* Teachers should lead a discussion on the concept of work prior to the activity to allow students to unpack what it entails and ensure students are equipped to ask relevant questions of each professional.
* Teachers will need to discuss interview techniques with the students, including how to present themselves as an interviewer, use of their voice and how to take notes.
* Teachers will need to be prepared to answer the questions regarding the routines and interests of the characters presented, focussing on Japanese professional experience where possible. Teachers may source or prepare information sheets about the occupations to support students during the interviews.

Additional resources to help when adapting the learning activity

* As prior professional learning, teacher watches ‘[Inspiring the future: Redraw the balance](https://www.youtube.com/watch?v=qv8VZVP5csA)’ (2 minutes), to ensure stereotypes are challenged or at least not reinforced.
* Japanese nursery rhyme [大きくなったら何になる？](https://www.youtube.com/watch?v=ooI0j0KUJtc) (What will you be when you grow up?) (5 minutes)
* [Irasutoya](https://www.irasutoya.com/) (clip art for masks)

Benefits for students

Know yourself – self-development:

* Students learn how to present themselves in a formal situation, and how to gather information via interview, improving their communication skills.
* Students work with others, developing skills in communication, cooperation and collaboration.

Know your world – career exploration:

* Students begin to understand a range of roles, including the daily routines of these jobs.
* Creating posters about occupations, including that of the researcher or journalist, can become a valuable resource for students regarding future career opportunities.

Manage your future – be proactive:

* Students use opportunities to explore the role of journalist and learn more about a range of careers presented in the activity.