Embedding career education in the Victorian Curriculum F–10

Modern Greek: 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:** Modern Greek, Levels 9 and 10

**Relevant content description:** Participate in structured discussions and tasks by asking and responding to questions, clarifying understanding and expressing agreement or disagreement ([VCELC020](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC020))

Develop knowledge of vocabulary and sentence structure to elaborate meaning, for example, by using a range of verbs and tenses, personal pronouns, adverbs, adjectives and time indicators to describe, situate and link people, objects and events ([VCELU030](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELU030))

**Existing activity:** Comparing and contrasting houses and apartments in Australia and Greece and/or the Republic of Cyprus.

**Summary of adaptation, change, addition**: Assuming the roles of real estate agent and a potential client who wants to buy a house or apartment.

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 |
| As a class or in small groups, students view a virtual tour of a house or apartment in Greece and/or the Republic of Cyprus. Students note anything that stands out to them as being different from houses or apartments in Australia, and then individually write a letter to a friend in Greece and/or the Republic of Cyprus, comparing houses/apartments in Australia and the target country. | In pairs, students assume the roles of real estate agent and home buyer, and work collaboratively to develop and perform a dialogue for the sale of a real or fictional house. Students should produce a flyer with visual and written information on the house they are trying to sell to support their oral task.  Students may require support to identify language that relates to apartment living and single-dwelling living. Students may also look at real estate agents’ housing/apartment displays to get an idea of housing prices in Australia, Greece and the Republic of Cyprus. Currency will need to be revised and students will need to explore cultural behaviours that are relevant to the setting. |
|  | Students explore aspects of the work as a real estate agent. What do real estate agents do? What education and skills do they require? Why are interpersonal skills so useful for real estate agents?  Students reflect on how language skills affect the success of a real estate agent. Is speaking a language other than English beneficial to a real estate agent? Why/why not? |
|  | After the activity, students reflect on the skills they used as real estate agents. In what other jobs/careers might these skills be useful? Why? |

Considerations when adapting the learning activity

* This activity will be enhanced if a local real estate agent is invited to participate, either before or during the activity. Many real estate agents do outreach work with their local communities and will be happy to engage with a school group. Teacher will need to brief the real estate agent to speak about their career pathway, as well as vocabulary and “insider” information relevant to the activity. This gives students more insight into all aspects of the industry. It may also be possible to access a Greek-speaking real estate agent, which would further enhance the activity’s potential.
* Students can watch an auction either as part of an excursion or online. This will allow them to observe the language used, not only to describe the house, but also with regards to culturally appropriate language, such as the polite form.
* Roles can be reversed so all students have a chance to play both parts. This can be extended further by exploring houses being bought and sold in different countries.
* Teacher should consider what specialist language should be included, such as polite plural, and names for spaces in houses and apartments that are specific to the Greek context. **For example: η ταράτσα, το ισόγειο, η** **πολυκατοικία, η πυλωτή, το δυάρι.** Culturally appropriate phrases or gestures, either to the real estate or the Greek context, should also be included. **For example: Ψάχνω να αγοράσω..., Θα ήθελα να δω…, Μπορούμε να το δούμε…, Θέλετε να συναντηθούμε….**

Additional resources to help when adapting the learning activity

* ArtVision, [Θέλεις να πουλήσεις ένα σπίτι; Εύκολο!](https://www.artvision.com.gr/blog/real-estate/) (Do you want to sell a house? Easy!)
* [HomeGreekHome](https://en.spitogatos.gr/)
* [A day in the life of a real estate agent](https://www.youtube.com/watch?v=260N5B4SWGA)

Benefits for students

Know yourself – self-development:

* Students develop skills in communication and working collaboratively.
* Students build confidence and oral presentation skills.
* Students study language use to produce materials and present a dialogue for a specific audience.

Know your world – career exploration:

* Students understand connections between language skills and career opportunities.
* Students build awareness of how language can impact the success of a person’s career.
* By producing visual materials, students have a more realistic connection to work and are introduced to a range of vocabulary and structures that have relevance to a workplace environment.

Manage your future – be proactive:

* Students work with others and use their language skills to complete a real-world task.
* Students reflect on why interpersonal skills are a great advantage in a workplace environment.
* Students learn how different situations demand different uses of language and to recognise when language needs to adapt.