Embedding career education in the Victorian Curriculum F–10

Modern Greek: 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:** Modern Greek: F–10 Sequence, Levels 3 and 4

**Relevant content description:** Participate collaboratively in shared class experiences which involve planning and simple transactional exchanges, such as cooking or craft activities, creating a display or taking part in a role-play ([VCELC121](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC121)).

Understand that the context and purpose of interactions influence language choices ([VCELU134](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELU134)).

**Existing activity:** Participate in a conversation in Greek with a Greek speaker in a real setting, or in the classroom.

**Summary of adaptation, change, addition**: Connecting the conversation to workplaces and the interactions that take place in workplaces.

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 |
| Teacher arranges for students to converse with a Greek speaker. | Teacher identifies speakers of Greek from the local community, local businesses, or the school who are willing to engage in conversations with students in their workplace. If this is not possible, the setting could be in a community or cultural group, or the teacher could show short videos that depict life (including working life) in Greece, and set up a mock setting that students are familiar with (e.g. cake stall, chocolate fundraising activity), using props to create realistic scenarios.  The class brainstorms the types of workplaces we encounter every day and the types of interactions in these workplaces. Teacher and students select the setting, on the understanding that they will participate in a dialogue with a Greek-speaking person who is engaged in work. |
| Teacher sets the assessment criteria. | Teacher negotiates the parameters of the task to some extent with the students, depending on where and with whom the interactions will take place. Teacher highlights that the language people use is influenced by the context and purpose of the conversation. For example, students will likely make different language choices when asking a parent/guardian for something and when asking a shop assistant for something. Teacher should explain that this is true in many different situations and settings.  Students can use props to practise their conversations, the type of language they will need to learn, and how they will communicate with participants leading up to the conversation. |
| Using modelled language, students write, rehearse and practise their conversation in the classroom before participating in the real dialogue. | Students will need to take into account that this conversation may take place in a real-world setting outside the classroom and prepare for alternative answers. |
| Teacher assesses the written script. | The Greek speaker engages in a conversation, which is appropriate in the context and with students of this age group.  After the activity, students reflect on what they learned from interacting with adults who work in their community, and what skills they used in planning and conducting these interactions. They also identify how the context of these interactions affected their language choices. |

Considerations when adapting the learning activity

* Before the activity, teacher will need to organise Greek speakers from the local area who are willing to participate. In areas where there are few local Greek speakers in the local community, or a real workplace visit is not viable, teachers may have to be more creative to find suitable people and settings. Exploring opportunities to use Greek in school-based interactions, such as craft and cake stalls or fundraising activities, would be appropriate. Props may be helpful in simulating an external workplace.
* School policy regarding excursions and school visits will also need to be followed for this activity.
* Before visiting a workplace, students may need to research the workplace, either in the classroom or as homework. For example, if they go to a cake shop, what types of cakes are available? If they go to an office, what sort of tasks does the Greek speaker perform?
* Teacher may need to plan a mock conversation as an example to assist students with their preparation.

Additional resources to help when adapting the learning activity

* [Going shopping](https://safeYouTube.net/w/5XRB)

Benefits for students

Know yourself - self-development:

* Students build confidence by participating in a purposeful interaction with another Greek-speaker.
* Students develop communication skills through planning a conversation and presenting themselves in formal situations.

Know your world - career exploration:

* Students start to see the work inherent in customer service roles and workplaces in their community.
* Students understand how the language they are learning is used outside the classroom, and recognise the value of language skills.

Manage your future - be proactive:

* Interacting with people in workplaces in a variety of roles and being aware of work in the context of their local community may broaden the scope of opportunities students seek later in life.