Embedding career education in the Victorian Curriculum F–10

Modern Greek, Levels 5 and 6

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 5 and 6

**Relevant content description:** Obtain, organise and compare information about aspects of daily life and significant events from written, spoken or digital texts ([VCELC140](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC140))

Understand the importance of register in a range of contexts and situations, such as at home, at school or in more formal situations ([VCELU151](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELU151))

**Existing activity:** Using vocabulary reflecting time, place, verbs and nouns to show activities that occur during a day in the life of a family.

**Summary of adaptation, change, addition:** Interviewing a family/community member about the first job they ever had, their current job and their daily routine, to create a class book about occupations.

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 appropriate vocabulary relating to daily routines. | The teacher arranges for students to view video clips that depict people’s working lives as a stimulus for discussion and generating appropriate vocabulary.  Some examples are provided in ‘Additional resources’. Alternatively, a guest speaker could be invited to visit the class to speak about their work. Students are introduced to and revise language relevant to these contexts. They should focus on past and present tense verbs, daily activities, hobbies, interests, likes and dislikes.  Teacher may have to provide additional vocabulary relevant to different careers. |
| Students practise asking each other questions, such as ‘What do you do every day?’ and ‘What do you do at work?’ in the target language. | Students will be required to interview a family or community member about their life, with a focus on their work in the past and present. Teacher discusses the differences between formal and informal language, highlighting situations where one or the other would be appropriate, such as in an interview. Teacher facilitates a brainstorming session around questions to be included in the interview. There is a focus on speaking and asking questions in the polite plural. Questions may include:   * What was your first job? * What do you do now? * What have been some significant events in your working life? * How do you travel to work? * What are your hobbies/interests?   Students use these questions to conduct their interview. They should record their answers on the question sheet.  Students present their information to the class. Teacher collates and discusses the information gathered with students, highlighting any similarities or differences in experiences. |
| Students create a chart outlining daily activities that occur at different times of the day. | Students create a class book that includes every person interviewed and express their opinions about the occupations showcased, highlighting any that they are particularly interested in. They reflect on what skills and attributes they might need in order to flourish in these occupations. |

Considerations when adapting the learning activity

* Students would benefit if members of the wider school community were invited to participate in the interviews, as this links their understanding of work with people they might encounter in daily life.
* Teacher will need to discuss interview techniques with students, including how to present themselves, use of the polite plural and necessity of preparing questions before the interview.
* Other methods of displaying the information can be used if a book is not suited to the class.
* Teacher should be mindful of stereotypes that students have when discussing skills and attributes relevant to different occupations, and should be prepared to address these to extend students’ thinking, especially in cohorts where exposure to a variety of work options might be limited.
* This activity can be replicated in other languages to address past and present tenses, different occupations and vocabulary related to time and place.

Additional resources to help when adapting the learning activity

* Curious Kids, ‘[Careers](https://www.youtube.com/watch?v=etGdRIKNf98)’
* [Παραδοσιακά επαγγέλματα](https://www.youtube.com/watch?v=anE03cyD31A) (Traditional professions)
* [Inspiring the Future - Redraw the Balance](https://www.youtube.com/watch?v=qv8VZVP5csA)

Benefits for students

Know yourself – self-development:

* Students learn how to present themselves and communicate in a formal situation.
* Students use of interpersonal skills and learn to speak with confidence.

Know your world – career exploration:

* Students begin to understand the range of different and varied occupations available to them, which can awaken their curiosity to explore more widely in future.
* Students reflect on the skills and attributes ideal for different occupations.

Manage your future – be proactive:

* Students apply their language learning to an authentic situation, thus making the connection between language learning and its benefits in later life.
* Students identify areas of work that may interest them in the future, which they may choose to explore further in later life.