Embedding career education in the Victorian Curriculum F–10

French: F–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:** French: F–10 Sequence, Levels 9 and 10

**Relevant content descriptions:** Research and evaluate information from different perspectives on local and global issues, identifying how culture and context affect how information is presented ([VCFRC076](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRC076))

Convey information on selected topics, using different modes of presentation to suit different audiences or to achieve different purposes ([VCFRC077](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRC077))

**Existing activity:** Researching an industry/element of culture that France is known for, such as gourmet food or high fashion. Creating an informative and persuasive text such as a brochure, to motivate people to experience that industry.

**Summary of adaptation, change, addition:** Extending the research to include the jobs available in the focus industry and creating a different sort of resource for young people who are interested in working in France.

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 choose an industry/element of culture that France is known for, such as gourmet food, art or high fashion. Students conduct research, noting how the industry/element of culture is marketed or advertised, who it is advertised to, and different ways of accessing it. | Students create a mind map of the jobs associated with the chosen industry to highlight the range of career opportunities. They select one of these roles, and identify key vocabulary associated with the job, entry requirements (education and experience), and daily tasks, through research and teacher guidance. Students could look at French job ads to assist in this phase of the activity. |
| Students pick an audience for a persuasive resource, such as their peers, French high school students, older people living in France, etc. They create a brochure or other persuasive resource in French, to motivate their specific audience to experience that industry. | Teacher tasks students with creating a resource for a careers expo for Year 10 students, highlighting their chosen role. Teacher, with support from the school’s career practitioner, provides examples (in English) of careers posters or brochures for class to discuss text-type features. Students discuss what information the resources convey, and the goals of the example resources as evidenced by the information. Teacher explains the benefits of making a bilingual poster or brochure to reach a wider audience in the careers expo. |
|  | Using the information they have gathered, and knowledge of what is important to convey via their career education resource, students create a bilingual poster or brochure for a Year 10 careers expo, aimed at informing and motivating students to pursue their chosen job in France, and linking this to continued French studies. |
|  | Students present their resource to their peers. They discuss if any of the presented career opportunities appeal to them, and why.  Students reflect on how the activity has influence their thinking about careers, and what the next step would be if they wanted to pursue a specific career presented. |

Considerations when adapting the learning activity

* Teachers could seek input from the school’s career practitioner when planning this activity to ensure the right types of information are gathered in the discussion and research phase.
* This could be an opportunity to invite a guest speaker or speakers to come to the school or combine with other schools in the region to run a combined forum on French and careers.

Additional resources to help when adapting the learning activity

* Business of Fashion, [French job ads](https://www.businessoffashion.com/careers/jobs/france/)

Benefits for students

Know yourself – self-development:

* As they reflect on the jobs they might want to pursue, students build self-awareness of interests and connections with potential careers
* Creating and presenting a written/visual resource develops communication and presentation skills as students produce materials for a specific audience.

Know your world – career exploration:

* Students develop a greater understanding of connections between language skills and career opportunities.
* Students improve knowledge of different jobs within an industry and different pathways in a career.
* Students use technology effectively to research career information and create posters/brochures.

Manage your future – be proactive:

* Students use research skills to build knowledge of labour market opportunities, which can help them plan and build their careers.