Embedding career education in the Victorian Curriculum F–10

Indonesian: 7–10 Sequence, Levels 7 and 8

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:** Indonesian, Levels 7 and 8

**Relevant content description:** Present factual information and ideas about aspects of language and culture in oral, written and multimodal form [(VCIDC090)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC090)

**Existing activity:** Preparing presentations about aspects of daily life and practices in Indonesia, such as school, leisure, entertainment, diet or education.

**Summary of adaptation, change, addition:** Creating a manual for an employer who is going to Indonesia on a work trip.

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 share what they know about etiquette relating to visiting Indonesia, with a focus on food etiquette.  | Discussion is expanded so that students reflect on their own cultural experiences and assumptions about etiquette. Through guided peer discussion they come to understand that all cultures have practices that might seem strange to others.  |
| Students research food and eating etiquette in Indonesia and add to their knowledge bank.  | Existing research activity runs unchanged. |
|  | With teacher guidance and prompts (e.g. photos), students brainstorm jobs that might involve travel to Indonesia from Australia. Teacher should try to make this brainstorm as wide-reaching as possible in order to highlight the many and varied ways in which language skills can be useful in later careers. |
| Teacher sets the task of creating a text to inform other students about etiquette in Indonesia (e.g. in preparation for a school study tour).  | Teacher presents a scenario, ‘You are doing work experience in [a workplace of interest to students] where a manager is about to travel to Indonesia for the first time on a work trip that will involve lunch meetings and possibly visiting Indonesian colleagues at home. The manager knows you are learning Indonesian at school so asks you to put together a two-page guide to help make the trip a success. They want some useful phrases and essential vocabulary (with pronunciation guide) and etiquette tips.’  |
|  | Teacher facilitates a class discussion about writing for a specific audience and purpose. Students identify vocabulary that would be most useful for a first-time visit and by doing so, recognise the knowledge they already possess. |
| Students create a PowerPoint or brochure outlining eating-related etiquette tips and useful language for visiting and eating in Indonesia.  | Students decide on what information to include, research some industry-specific vocabulary and decide how to present the information to impress their employer. Students submit a two-page brief for the employer and a statement (in English) describing their decision-making process. |
| Teacher assesses the work using an agreed rubric. | The assessment rubric includes criteria for evidence of decision-making that addresses audience and purpose. |

Considerations when adapting the learning activity

* Teachers should prepare a list of jobs that could involve travel to Indonesia ahead of the brainstorm to ensure students consider a wide range of career options. Photos could be used as prompts.
* To incorporate Indonesian language into the jobs brainstorm activity, teachers could prepare labels in Indonesian that describe the selected prompt images and have students match the labels with the images.
* To incorporate more technology use, teachers should have students investigate ways they can embed audio into an electronic document to provide pronunciation guides for their employer.

Additional resources to help when adapting the learning activity

Websites that could be useful for brainstorming jobs:

* Australian Embassy, [Indonesia](https://indonesia.embassy.gov.au/jakt/home.html)
* Australian Business Link, ‘[Doing business in Indonesia](https://asialinkbusiness.com.au/country/indonesia)’
* SBS, [Indonesian content](https://www.sbs.com.au/language/indonesian)
* Australian Volunteers, [Indonesia](https://www.australianvolunteers.com/countries/indonesia/)
* ACICIS, [Study Indonesia](https://www.acicis.edu.au/)

Benefits for students

Know yourself – self-development:

* As they research etiquette from another culture, students can increase their capacity to deal sensitively with people from different cultural backgrounds.
* By creating the guide for an employer, students enhance their ability to use communication and presentation skills to produce materials for a specific audience and purpose, including the ability to differentiate between formal and informal communication.

Know your world – career exploration:

* As students undertake a simulated work task, they develop their ability to understand work.
* As they consider roles that lead to overseas travel and that are enhanced by their language skills, students gain insight into potential career pathways that relate to their skills and experience gained in the classroom.

Manage your future – be proactive:

* Students think critically and creatively to undertake a real-world work task. This fosters an understanding of future work opportunities and challenges.