Embedding career education in the Victorian Curriculum F–10

Japanese: F–10 Sequence: Levels Foundation to 2

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:** Japanese: F–10 Sequence, Levels Foundation to 2

**Relevant content description:** Convey factual information about self, family, friends and significant objects, using simple statements, gestures and support materials ([VCJAC113](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC113))

**Existing activity:** Describing an object such as a kite, using familiar shape and colour adjectives.

**Summary of adaptation, change, addition:** Developing a new kite design, using basic vocabulary to describe the design, and exploring what skills are used in the activity.

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 shares the two ‘Shape songs’ videos linked in ‘Additional resources’ with students, pausing to discuss and reinforce the vocabulary used to describe shapes.Students revise language for colours and adjectives, and learn new vocabulary for description purposes. | Prior to the activity, teacher may wish to engage with the additional resources outlined in ‘Considerations’ and ‘Additional resources’. This activity can be combined with other learning areas if this is appropriate to the teacher’s situation.Introductory activity runs unchanged. |
| Teacher shows students images of Japanese kites and asks students to describe them using a simple sentence structure and familiar adjectives and nouns. | As an extension, teacher tells students they will be acting as kite designers, tasked with designing their dream kite. Teacher leads a discussion (in English) about the qualities needed to be successful as a kite designer, as well as why someone might want this job.  |
| Teacher creates diagrams of Japanese kites or presents students with photos. Students demonstrate their knowledge through labelling the images with adjectives. | Students explore possible design options for their kite, using the vocabulary from the videos, then design their own kites. The Japan Foundation resource may be helpful here for exploring traditional Japanese patterns and colour usage. See ‘Resources’ below.They use their target language skills to explain their designs to their peers.  |
|  | Teacher leads a reflection on the skills the students used in the activity, such as critical and creative thinking, design, and presentation skills. Students talk about that they liked about the activity, and how they overcame challenges in the design process. Students brainstorm what other jobs might use the skills they developed.  |

Considerations when adapting the learning activity

* Teacher may need to scaffold student knowledge of the work of designers, and other jobs that use creative thinking and design skills to enhance the career education component.
* Two additional links have been provided below to assist the teacher with their preparation. The Japan Foundation website provides interesting background on traditional patterns and colours that could be used to integrate this activity with elements of other learning area curriculum, such as the Visual Arts or Design Technologies. The article, ‘*Summon the Winds of Fortune with Japanese Kites’* provides cultural background and some images that could be used to produce resources that support the delivery of this activity.

Additional resources to help when adapting the learning activity

* Super Simple Songs, [The Shape Song #1](https://www.youtube.com/watch?v=23_Lg2OjIlI)
* Super Simple Songs, [The Shape Song #2](https://www.youtube.com/watch?v=4QfMfgM6NFc)
* Japanese Monthly Web Magazine, ‘[Summon the Winds of Fortune with Japanese Kites](https://japan-magazine.jnto.go.jp/en/1704_kite-flying.html)’
* Japan Foundation, [Traditional Japanese patterns](https://jpf.org.au/classroom-resources/resources/japanese-traditional-patterns/)

Benefits for students

Know yourself – self-development:

* As students present their kite designs to their peers, they practise presenting themselves well and develop their communication skills.
* Reflecting on what they enjoyed about the design activity and how they overcame challenges helps students to develop self-awareness and be adaptable.

Know your world – career exploration:

* Considering what makes a good designer, and what other jobs utilise these skills, develops students’ understanding of the world of work.

Manage your future – be proactive:

* Students think critically and creatively to make informed decisions while designing their kites. These are skills which can be used in their future school and career endeavours.
* As students design their own kite and reflect on the skills used in the activity, they explore a career avenue they may not have considered before.