Embedding career education in the Victorian Curriculum F–10

Modern Greek: 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:** Modern Greek, 7–10 Sequence, Levels 7 and 8

**Relevant content description:** Locate and use key points of information, such as main ideas, specific details and general descriptions from a range of spoken, written, visual, digital or multimodal texts. ([VCELC004](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC004))

 Use spoken, written and multimodal forms of presentation to convey information on selected topics of interest. ([VCELC005](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC005))

**Existing activity:** Using appropriate online resources to source information about a famous Greek-speaking person, and presenting the information in a poster.

**Summary of adaptation, change, addition:** Expanding the focus from life and interests of famous Greek-speaking people to include interests and related jobs in Greece and/or Cyprus.

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 guides students to specific online resources to research famous Greek-speaking people from around the world, such as sportspeople, musicians, actors, politicians, activists. With teacher assistance as required, students list information about one of these people who interests them, such as likes, dislikes, hobbies, the country they live in, their education, etc. | Teacher leads a class brainstorm about jobs students know of in Australia, using this opportunity to create a vocabulary list. Students describe what they know of jobs in Greece and/or Cyprus. They consider the unique aspects of Greek life and culture and how these might be reflected in various industries, such as tourism, technology, archaeology and maritime.The class discussion extends to incorporate similar and unique jobs in Australia, Greece and Cyprus, which are added to the list. |
|  | Students list their personal interests in Greek and research jobs available in Greece and/or Cyprus that would suit them, based on their list. They make specific connections between their interests and potential jobs, and identify a range of career paths that are related to these interests. |
| Teacher facilitates a class discussion about how to present information in poster format, taking into consideration the audience, amount of information required, relative importance of the information, layout, etc.Students individually create a poster with information about the famous person they selected. | Students include in their poster the additional information about jobs related about their area of interest that are available in Greece and/ Cyprus. |
| Students present their posters to the class with a speech in the target language to share their information. Assessment of the poster is based on:* relevance of information
* clarity of layout
* accuracy of text (grammar, vocabulary, sentence structure)
* correct intonation, stress and pronunciation.
 | Students extend their presentation by discussing their own skills and interests, and how these align with the jobs they have researched. They can also indicate whether any of these jobs interest them for future exploration. Teacher ensures that class members interact with each other’s work (for example, by displaying them and conducting a quiz or competition about who knows the most about the people displayed in the posters). Teacher highlights that skills or technical suitability for a job are not the only factors when planning a career pathway.Posters could be shared with other students to increase the profile of the language in the school and improve students’ knowledge of these careers (for example, displayed around the school or in the careers area, included in communications to the school community). |

Considerations when adapting the learning activity

* Teacher may need to prepare and provide information about jobs based in Greece and/or Cyprus that are unique to the area/culture, or more prevalent in these places, to assist students make comparisons with similar jobs in their own community.
* Displaying the posters around the school to increase the profile of the language within the school community, and demonstrate job and career paths for students.
* Greek career portals are listed in ‘Additional resources’ but teachers may need to help students use these. An Australian equivalent has been listed for reference and comparison.

Additional resources to help when adapting the learning activity

* [JobFind Greece](https://www.jobfind.gr/Content3/GR/Recruiting_Services_in_Greece___Jobfindgr)
* [Skywalker Greece](https://www.skywalker.gr/elGR/anazitisi/mikres-aggelies)
* [Visit Greece](http://www.visitgreece.gr/)
* [Visit Cyprus](https://www.visitcyprus.com/index.php/en/)
* [JobFind](http://www.jobfind.gr/Content3/GR/Recruiting_Services_in_Greece___Jobfindgr), recruiting solutions in Greece
* [Jobs for Youth](http://www.jobsforyouth.com.au)

Benefits for students

Know yourself - self-development:

* Students build their self-awareness by reflecting on their interests and skills.
* Students develop communication and formal presentation skills.

Know your world - career exploration:

* Students develop research skills and their use of digital technology in a language other than English.
* Students explore different career paths connected to areas of interest.
* Students understand how jobs differ in different communities and/or countries.

Manage your future - be proactive:

* Students begin to understand career opportunities that relate to their areas of interest.
* Students’ increase their understanding of the value of being able to communicate in multiple languages.