Embedding career education in the Victorian Curriculum F–10

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

**Relevant content description:** Present different types of information for specific purposes and contexts using appropriate formats and styles of presentation ([VCJAC185](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC185))

Reflect on cultural differences between Japanese- and English-language communication styles and on how these affect intercultural interactions ([VCJAC191](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC191))

**Existing activity:** Creating an online bilingual class profile to send to a Japanese sister school.

**Summary of adaptation, change, addition:** Creating a Japanese style résumé for a holiday job in Japan.

2. Adapt the learning activity to include a career education focus

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| Existing learning activity | Adapted learning activity |
| Students create an online bilingual profile for the whole class, for a fictional Japanese sister school. Students discuss specific headings under which they will gather relevant content for the class profile, such as name, hobbies, experiences, skills, interests, future plans, personality traits, etc. | Students research potential holiday jobs in Japan, then share their findings with the class.  Teacher leads a whole-class discussion, either in English or the target language, around qualities that would be required for the jobs chosen, and how these could be reflected within the students’ résumé (e.g. education, language experience, interests, future plans, etc). |
| Teacher facilitates a brainstorming session to collect information about students in the class and develop the word bank under each of the chosen headings. Teacher supports this process by providing modelled sentence structures and relevant linguistic elements. | Students choose a desirable holiday job from their research and will create a Japanese style résumé for that job. |
| Teacher confers with students individually during the development of their writing, providing feedback, reinforcing the need to write appropriately for the audience. Students are also encouraged to ensure that the English translations accurately match the information provided in the Japanese. | Teacher leads a class brainstorm of language related to the jobs researched to create a word bank (vocabulary and grammar) for students to use when they create their profile. Teacher provides a model template for a Japanese style résumé. See ‘GaijinPot’ in the Additional resources for a template and instructions. Teacher may need to supply simplified or modified language to suit the cohort.  Teacher leads a class discussion about the Japanese style résumé. Students are encouraged to notice the format of the document and the nature of the details that applicants are expected to provide, such as date of birth and a photograph. Some résumé proformas also require additional personal information. Students should notice the emphasis on the presentation of the résumé and on the value placed on handwriting. Students are encouraged to discuss the differences between this and the information employers typically request in Australia. |
| Teacher leads a discussion about the most effective way of presenting the class profile in an online mode. Students upload their finished bilingual profiles to an online platform, blog, or online learning system, ready to be “sent” to the fictional sister school. | Teacher confers with students individually during the development of their résumé, reinforcing the need to write appropriately for the audience and content. Highlight that this applies to all job applications, whether in Australia or other countries. Students edit their résumé and present the final copy to teacher.  Students reflect on the cultural aspects that inform attitudes about job-seeking in Japan, and how these may differ from those in Australia. They consider what they have learnt about writing for an intended audience and what this means for them in the future. They also reflect on what other skills they might have to build to secure their chosen job or enter a specific industry. |

Considerations when adapting the learning activity

* Teacher may need to guide students when researching potential jobs.
* Teachers can make simplifications or adjustments to the language in the proforma to suit the cohort of students.
* This activity can be adapted to some other languages, both script and Roman alphabet, within the Communicating – Informing thread.

Additional resources to help when adapting the learning activity

* GaijinPot, [Writing a Japanese résumé](https://blog.gaijinpot.com/write-japanese-resume/)
* [Job Jumpstart](https://www.jobjumpstart.gov.au/article/building-your-resume), Australian résumé tips for comparison

Benefits for students

Know yourself – self-development:

* Students practise identifying errors and editing their work.
* Students build self-awareness by reflecting on their positive attributes and articulating them, both in English and the target language.

Know your world – career exploration:

* Students use technology to locate career information and develop skills in researching jobs online.
* Students identify possible tasks that relate to different positions, and are able to reflect on how these might be similar or different in other countries.

Manage your future – be proactive:

* Students assess their skills and practice presenting these in a format that would be appropriate for a potential employer. This assists them in building the skills to create effective résumés throughout life.