Languages Stage 4 – marketing scenario

**Suggested duration:** 3-4 lessons

Learning for life beyond school is supported when all subjects are delivered to students in a way that they can understand how the content is relevant to career pathways and work settings. NESA syllabuses identify work and enterprise as important learning across the curriculum content for all students.

# Career learning benefits and career management skills

Career learning resources have been developed to enrich existing teaching and learning programs to facilitate effective career education for students, supporting students to link classroom learning to workplace applications, including developing career management skills.

Career learning activities embedded within existing curriculum have been aligned to the themes from the [K-12 Career Learning Framework](https://education.nsw.gov.au/teaching-and-learning/curriculum/career-learning-and-vet/career-learning). Activities may relate to one or more of the themes:

* Identity – building and maintaining a positive self-concept, responding to change and developing capabilities
* Experience – discover, investigate and consider opportunities in lifelong learning and work exploration
* Empower – learning to self-manage, engage in career decision making and developing skills and capabilities to make informed decisions.

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| --- | --- | --- |
| Theme | Career management skills | Australian Blueprint for Career Development competency |
| Identity | Develop and build positive relationships with others for effective interaction | 2.1.4 Identify the skills and qualities that help you get on well with others and work with them in groups |
| Experience | Understand how work contributes to your life and the community | 4.1.3 Explore how the skills, knowledge and attitudes acquired in one setting (eg, at school, at home, in the workplace and in the community) can be used in other settings |

## What do we want students to know, understand or be able to do?

In today’s global economy, the ability to speak a second language is considered advantageous and can broaden employment opportunities. There are a range of work roles available to students who enjoy the study of languages such as commerce, tourism, entertainment, hospitality, education, sport, visual arts, performing arts and international relations.

The simulation of real-life work place contexts allows students to explore how language skills developed in the classroom can be used in a range of workplace settings. Students will also develop their self-awareness by reflecting on the way they present themselves, their communication skills and intercultural understanding.

## Syllabus links

### Content

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| Key inquiry questions | Syllabus content |
| What techniques do advertisers use to engage the audience? | * compose informative texts in spoken, written and multimodal forms for a variety of purposes and audiences, using stimulus materials and modelled language |

### Learning across the curriculum – work and enterprise

Students need to be prepared for living and working in a world that is more technologically focused, globally connected and internationally competitive. Through their study of [language], students learn about the living and working conditions of [language]-speaking communities, and are provided with opportunities to understand the impact of social, economic and technological developments. Students learning [language] develop skills in communication, collaboration, negotiation and problem-solving that can equip them for participation in a range of work settings, and can enable them to become more effective and valuable members of the workforce. The ability to communicate in [language] broadens future employment opportunities for students in an increasingly globalised world.

### Outcomes

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| --- | --- | --- |
| Outcome code | Scripted language | Non-scripted language |
| LXX4-4C | applies a range of linguistic structures to compose texts in [language], using a range of formats for different audiences | applies a range of linguistic structures to compose texts in [language], using a range of formats for different audiences |
| LXX4-6U | demonstrates understanding of key aspects of [language] writing conventions | applies features of [language] grammatical structures and sentence patterns to convey information and ideas |
| LXX4-7U | applies features of [language] grammatical structures and sentence patterns to convey information and ideas | identifies variations in linguistic and structural features of texts |
| LXX4-8U | identifies variations in linguistic and structural features of texts | identifies that language use reflects cultural ideas, values and beliefs |
| LXX4-9U | identifies that language use reflects cultural ideas, values and beliefs |  |

## Assumed knowledge and understanding

To participate in the following activities, it is assumed that students have a basic understanding of the following Stage 4 content:

* simple descriptions of local places
* landmarks/places of interest in the town/region
* activities they can do in the town/region.

## Learning experiences, adaptations, changes or extensions

The following learning task aligns with the K-10 modern languages syllabuses, providing students with a relevant and significant learning experience that involves purposeful language use. The task has been adapted to incorporate career education perspectives, enhancing students’ career learning and skill development whilst demonstrating how their learning in the classroom links to long-term career goals.

Due to the flexible nature of topics within the K-10 modern languages syllabuses, it is possible for career education perspectives to be embedded across a wide range of topics and scenarios in the Stage 4 languages classroom. This resource demonstrates how a common learning task that asks students to describe the area in which they live can be adapted to enrich career education for students.

**Scenario:** You are currently employed in the marketing department of Tourism Australia. Your team has been asked to design the next promotional campaign for an Australian town or city to promote Australian tourism to potential [language]-speaking tourists. Create a digital poster that includes a mascot to represent your allocated town or city and a description of the area. You will present your digital poster in the target language to your manager (class). The best submission presented will be selected as the next promotional campaign for Tourism Australia.

### Activity 1 – tourism marketing

Display a series of print and digital advertisements in the target language that promote tourism within the country or overseas.

Using sticky notes or a [digital sticky note template](https://docs.google.com/presentation/d/1-pQ_IqJ38ECzdhC3rM4T_7FnaibU8-9nO2sybDHzRLE/template/preview?clearCache=47407ec0-b08a-1f8a-91e7-1474b77dac), students collaboratively brainstorm:

* What advertising techniques have been used?
* Who is the target audience?
* Why would the advertisement appeal to the target audience?
* Where are you likely to see this advertisement?

At the conclusion of the task, discuss with students:

* the role of a marketer
* tasks a marketer would perform in their job
* skills that would make you an effective marketer.

**Teacher notes:** Through completion of this activity, students will gain insight into the marketing profession.

Using sticky notes to collaboratively brainstorm allows the class to generate a large number of ideas around the topic.

### Activity 2 – marketing in language

Divide students into teams of approximately 3 students. Allocate each team a town or city that they are required to promote to potential [language]-speaking tourists.

Students collaboratively brainstorm with their team members, using the target language where possible:

* What natural features can be found in the area?
* What attractions can be found in the area?
* What activities can you do in the area?
* What adjectives would you use to describe the area?

Complete a [digital affinity diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=49175) to organise the output from the brainstorming session.

**Teacher notes:** A digital affinity diagram represents the organisation of output from a brainstorming session. It allows the student to organise large numbers of brainstormed ideas into clusters or columns based on their natural relationships, affinity or similarity. Brainstorming on the natural features, attractions and activities that can be found in the area will require students to collaborate.

Collaboration means working together with one or more people to complete a task or develop ideas. Collaboration skills are essential for nearly every job role and industry. Collaborative environments are at the core of the modern workplace as they drive greater productivity and foster healthy relationships between employees.

### Activity 3 – digital poster

Teams create a digital poster to promote their allocated town or city to potential [language]-speaking tourists using a range of advertising techniques as discussed in Activity 1.

The poster should include:

* the name of the town or city
* a short description of the town or city, approximately 100 words (or 120 characters in Chinese, 200 *ji* in Japanese, 250 *ja* in Korean)
* 3-4 activities available in the town or city
* images of the town or city
* a mascot designed to promote the town or city, with information about itself.

**Teacher notes:** There are many digital tools available to students to design a digital poster, for example Google Slides, Adobe or Canva.

A mascot may be used to promote a place or region, event, organisation or business and are regularly seen in advertising. When using a mascot to promote a place or region, they can be individualised by incorporating motifs that represent the local culture, history or produce. A mascot will also enable student to use familiar vocabulary such as introductions and descriptions.

Through completion of this activity, students will develop their ability to write for a range of contexts, purposes and audiences, using authentic vocabulary. Additionally, working in small teams builds students’ communication and teamwork skills and ability to work effectively with others.

### Activity 4 – marketing presentation in language

In their teams, students will present their digital poster to their class and promote their town or city by providing a description of the area in the target language. The presentation should include the same information as the poster in Activity 3 with more detail and any additional relevant language students would like to include.

Students will also introduce their mascot and describe key features of its personality and appearance.

**Teacher notes:** Mascots are known to be an effective way of getting an emotional response from customers. Students can consider the importance of marketing specific areas and then vote on the campaign they felt demonstrated the most successful marketing.

Through completion of this activity, students will develop their language skills, explore the skills in a marketing career, build their confidence in public speaking and explore the need of advertising for a specific audience. Presentation and communication skills are considered important employability skills.