Embedding career education in the Victorian Curriculum F–10

Health and Physical Education, Foundation Level

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:** Health and Physical Education, Foundation Level

**Relevant content description:** Explore how regular physical activity keeps individuals healthy and well ([VCHPEM066](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM066))

**Existing activity:** Identifying and exploring what physical activity looks like and performing physical activity.

**Summary of adaptation, change, addition:** Identifying different physical activities for staying healthy and well, and thinking about strengths and interests in different activities.

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

| **Existing learning activity** | **Adaptations, changes or extensions that can be made** |
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| Students brainstorm different types of physical activity that they are familiar with. | Students identify their personal strengths from the different physical activities generated by the brainstorm. They link their strengths with adults they know of who use these same strengths in their working lives.  Students increase self-awareness by completing ‘I can…’ statements from the list of activities such as:   * I can…dance like a ballet dancer. * I can…play football like Tayla Harris/Patrick Cripps. * I can…swim like Bronte Campbell/Mack Horton. |
| Students perform in relays and different movement pattern activities, as well as small-sided team games that make them feel ‘tired’ or ‘puffed’. | Increase the focus on the team aspect by asking students to perform the same activities, for example moving 10 bean bags from one end of the room to the other, but all team members must touch each bean bag at least once. Teacher directs focus to inclusivity, teamwork, communication and participation.  Students reflect on their performance as an individual and in a team and consider why some activities (jobs) need people to work together to achieve success and why some are best achieved by yourself. Refer back to the known athletes in the above examples to give context for the discussion.  Explore less high-profile examples where these strengths come into play in the local community, so that students start to see the links between sport and work in a wide range of contexts. Examples include physical trainers in the park, gym class and swimming instructors, and local coaches – these are all people who are utilising their team skills during work. Note that there are other jobs that also require high levels of fitness and teamwork, such as tradespeople. |

Considerations when adapting the learning activity

* Teacher needs to recognise that this activity is about developing useful skills and seeing work both in the local community and in famous athletes.
* Teacher might need to make the links between physical activities identified by students and careers beyond sportspeople. For example, dancers can work in the theatre, as entertainers, in music videos.
* Teacher might need to provide visual clues for students to be able to draw links between being active and a career. This can include items such as posters around the gymnasium of a range of different fields where physical activity is the basis of the work that is done.
* Teacher might need to ensure that the task does not reinforce gender stereotypes.

Benefits for students

Know yourself – self-development:

* Students build self-awareness by identifying, developing and exploring their personal strengths.
* Students identify different activities that they enjoy and might pursue further.
* Performing movement activities as a team can build cooperation and communication skills.

Know your world – career exploration:

* Students identify different types of work that involve physical activity, understanding that these include more than just participating in professional sport like elite athletes.
* Students understand that the skills they need (cooperation and communication) to play in team games and activities can be used in many other activities where group success is the aim.

Manage your future – be proactive:

* Students develop communication and social skills when working in teams.
* Students develop a foundation level understanding of the future possibilities of enjoying and being good at different physical activities. This may help them make good decisions about their career options in the future.