Embedding career education in the Victorian Curriculum F–10

Health and Physical Education, 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:** Health and Physical Education, Levels 7 and 8

**Relevant content description:** Evaluate strategies to manage personal, physical and social changes that occur as they grow older ([VCHPEP124](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP124))

**Existing activity:** Exploring strategies for managing change by identifying circles of influence and considering who to ask for advice.

**Summary of adaptation, change, addition:** Expanding the circles of influence reflection to include career and future planning scenarios.

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 introduces an activity aimed at exploring the circles of influence in students’ lives, and linking these to strategies for managing change, asking for help, and decision-making.Students draw a circle in the centre of a page and include in the circle their most important connections – family/carers/friends whom they are closest to and would turn to for advice. They add additional circles around the original circle to include more people at various degrees of influence, such as teachers, instructors, more distant friends/family.  | Existing activity runs unchanged. |
| Students are given a variety of situations and are asked to underline the name of the person/people they would turn to in those situations (each situation with a different colour). Situations could include managing change in family dynamics, choosing between elective classes, a friendship conflict, difficulty adjusting to a new class, etc. Students then look at the names they have underlined and consider if the responses change their circles of influence. For example, was there anyone outside the inner-most circle underlined? Was anyone in the inner-most circle not underlined? They also consider if the people identified as being most influential were parents/carers or peers and reflect on whether that is different to how they would have responded in the past. | Activity is extended as teacher asks students to consider whom they would ask for advice in some/all of the following situations:* Selecting pre-tertiary or vocational subjects for Years 11 and 12
* Identifying potential jobs that match their skills/interests/strengths
* Applying for education/training post-Year 12
* Applying for casual/part-time work
* Difficulty with a co-worker or boss in a hypothetical workplace.

Students may need to add more names to their circles of influence based on the above questions. They then reflect on the changes to the circles as per the existing activity.  |
| Students select one of the situations provided and brainstorm/write a script to express how they would ask for help or advice in that situation. They consider what information they would present to the person, and what goal they would like to meet in asking for advice. | Students use one of the future/career planning questions above as the basis of the brainstorm/scriptwriting conclusion of the activity. |

Considerations when adapting the learning activity

* Teacher may wish to consult with the school careers practitioner when planning the activity. The practitioner can guide students on the work they do/information they can provide, ahead of students identifying their circles of influence.
* Teachers should be sensitive to the specific situations of their students, and help students identify as broad of a range of people of influence as possible prior to them ranking their connections.

Benefits for students

Know yourself – self-development:

* As students identify who they would turn to for advice in a variety of situations, and consider the strategies they would use in those situations, they gain a deeper understanding of how they can tackle challenges that life may throw at them.
* Considering the changes in influence across ages and settings encourages students to be adaptable and utilise strategies to respond to that change.

Know your world – career exploration:

* Students develop their understanding of career exploration opportunities as they imagine their response to a range of future/career-planning situations.

Manage your future – be proactive:

* Identifying whom they can ask for advice when managing change, and strategies to meet goals through asking for help, are skills that can help students plan and build their careers.
* Recognising that people in their lives offer different perspectives or areas of support can help students think critically and creatively when gathering information and making informed decisions.