Embedding career education in the Victorian Curriculum F–10

Health and Physical Education, 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:** Health and Physical Education, Levels 9 and 10

**Relevant content description:** Identify and critique the accessibility and effectiveness of support services based in the community that impact on the ability to make healthy and safe choices ([VCHPEP145](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP145))

**Existing activity:** Researching a community support service and analysing how accessible the service is to a particular group in the community.

**Summary of adaptation, change, addition:** Identifying roles in community support services and considering the values, skills and experience required to be successful in the role.

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 |
| Students research the support services available in the community to support positive choices in relation to their own and others health, safety and well-being. Students identify and research facilities in the community they can engage with to assist in healthier lifestyle choices. They research what the service is for and why it exists. | Students identify the kinds of roles (paid and volunteer) that exist at the services they have researched, with an emphasis on the health roles available. They collate a list of facilities and roles.  |
| Students brainstorm groups of people that may need assistance accessing services, such as the elderly, culturally and linguistically diverse people, and people living with a disability or mental health issues. In groups, students pick one group with accessibility requirements and research the needs of that group in depth.  | Students consider how accessibility requirements relate to the workplace and what roles may facilitate improved accessibility, such as disability support and inclusion officers, occupational therapists and translators. |
| Student groups pick one service or facility identified and assess if it meets the needs of their group. Teacher should remind students that there are needs beyond physical access to and within the building. For example, does the website have a walk-through of the building, information on how to get there, detailed descriptions of what the service provides, information in different languages, or access to interpreters? If the service does not meet the needs of their group, students brainstorm ways the service could become more accessible, in the form of a list of recommendations.If pre-arranged by teacher, students can speak directly with the facility they are investigating. This should be prefaced by a discussion about appropriate questions to ask and how these should be phrased and delivered. | Students select a position from the previous two steps that interests them and research the skills, tasks and education requirements of the role. Students could use job advertisements or position descriptions for this task. They consider the kinds of values and interests that motivate people to work in these roles, and identify if they share these values and interests. If not, what values and interests do they have and where might these be applied within the health industry? |
| Groups report their findings to the class. They identify similarities and differences in the ways support services help people make healthy choices. They compare strategies to improve accessibility and update their recommendations accordingly. | Students analyse what values, skills or experience they have that aligns with their research, and what they would need to develop to be successful in assisting people to make healthy choices through the role. Students can use insights gained as part of a career-planning process, such as a career action plan or e-portfolio. |

Considerations when adapting the learning activity

* If students are going to contact organisations as part of their research, the teacher is advised to gain permission from the support services within the community prior to students contacting the service. This is to ensure that the service is comfortable with the research being conducted and investigated, as well as providing some starting points for the students to begin their research.
* Teacher should make links between services and how they can assist individuals looking for a positive, healthy lifestyle. This may require some additional preparation time.
* If time allows, the teacher can lead a discussion about the health field as a growth industry and help students identify a wide range of career options within the field.

Additional resources to help when adapting the learning activity

* The Foundation for Young Australians, [The cluster model explained](https://www.fya.org.au/2019/07/31/the-cluster-model-explained/)
* [JobOutlook](https://www.joboutlook.gov.au/)

Benefits for students

Know yourself – self-development:

* Students build awareness of their skills, interests and values, and positive self-concept.
* Students develop their ability to work and communicate effectively with others.

Know your world – career exploration:

* Students understand the relationships between work and society.
* Students explore the labour market of the health industry.

Manage your future – be proactive:

* Students begin to build a network of contacts within the local community.
* Students gain skills to build and manage their careers by identifying how to bridge the gap between their current skills/experience and careers of interest in a growth industry.