Embedding career education in the Victorian Curriculum F–10

Health and Physical Education, Levels 5 and 6

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 5 and 6

**Relevant content description:** Participate in physical activities designed to enhance fitness, and discuss the impact of regular participation on health and wellbeing [(VCHPEM118)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM118)

**Existing activity:** Exploring the benefits of boot camp as an example of a physical activity that enhances fitness, and designing and participating in boot camp exercises.

**Summary of adaptation, change, addition:** Extending this exploration to consider what constitutes ‘work’ and how work intersects with people’s fitness/wellbeing.

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

|  |  |
| --- | --- |
| Existing learning activity | Adaptations, changes or extensions that can be made |
| Teacher leads a discussion on the question: What is a boot camp? Students consider questions such as: Where do they take place? Who runs them? What kind of lifestyle is it? What other structures in our local community support boot camp-style activities – e.g. local fitness centre.Students look at why boot camp style activity has become popular. They explore how boot camps may have increased people’s engagement with physical activity.Students engage in a variety of different boot camp exercises/activities. | Students role-play as a boot camp instructor and are tasked with designing an innovative exercise that is fun to do. Once they have designed the exercise, they take it in turns to lead the class through the exercise.Teacher then leads a discussion on how boot camps fit into the world of work. As well as the obvious work of fitness instructor that they have just explored, students could explore volunteer roles leading community group boot camps, large organisations like Tough Mudder, which need a variety to roles to operate (and work with many different businesses for training as well as sponsorship), boot camps done by workplaces to raise money for charity, etc. Students’ understanding of what constitutes ‘work’ can be expanded through this discussion. If appropriate, the discussion can be expanded to look at career pathways to different roles in the fitness industry, and the benefits of vocational training.Teacher can highlight how things students are learning in class can contribute to their futures, through both a specific personal health focus, as well as career options and with personal/work relationships. This can enhance students’ understanding of how health and wellbeing are connected. |

Considerations when adapting the learning activity

* Prior to the boot camp session, teacher can prompt students to consider how the activities are beneficial for the physical, emotional and social health of individuals and communities.
* Boot camp activities can occur as part of a broader focus on the impact of physical activities, benefits to the individual and society when people maintain fitness.
* Teacher may provide students with a self-assessment rubric that encourages them to reflect on and identify where collaboration, communication and leadership was evident within the boot camp.
* A speaker from an organisation that runs boot camps or other fitness programs could speak to the class about the work they do, their career pathway, and how they might work with other industries or organisations. For example, a representative of SEDA College may be able to expand students’ understanding of career options and the relationship between their learning and futures. A number of tertiary institutions run vocational and higher education courses in this discipline and are often keen to do outreach work with schools. They can be contacted through the school careers practitioner or student recruitment teams.

Additional resources to help when adapting the learning activity

* [SEDA College](https://seda.vic.edu.au/)

Benefits for students

Know yourself – self-development:

* As they design and participate in boot camp activities, students understand how physical activity can be challenging and therefore build resilience and persistence skills and attributes.
* Through teaching their exercises to their peers, students enhance and develop collaboration, encouragement and leadership skills.

Know your world – career exploration:

* As students learn about the various ways fitness can intersect with the world of work, they expand their understanding of career options and what work can look like.
* Creating an innovative exercise movement and teaching it to peers, while considering the workplace parallels, allows students to experience the work of a fitness instructor, thus linking their learning to work and society.

Manage your future – be proactive:

* Exploring the various interactions of boot camps/fitness and workplaces can show students the importance of physical activity and how it can be integrated into a work/life balance.
* Students find and use opportunities to learn and explore as they participate in the work of a fitness instructor and expand their knowledge of workplaces that focus on fitness.