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 positively in groups and teams by encouraging others and negotiating roles and responsibilities [(VCHPEM120)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM120)

**Existing activity:** Participating in a game of AFL football.

**Summary of adaptation, change, addition:** Experiencing different roles and responsibilities in a game of football to explore multiple ways to be involved in a sport.

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 participate in a game of AFL football after completing a unit aimed at developing skills, knowledge and understanding of invasion games, specifically AFL football. | Teacher engages with a SEPEP resource to deliver a career education lens to the game (see ‘AFL sport education’ in Additional resources). SEPEP allows focus on skills development and the capacity to explore the diverse roles involved in running any sporting competition. SEPEP programs are designed to run over a term and replicate a season, and therefore provide ongoing and authentic opportunities to embed career education into the HPE program.  Students are provided roles and responsibilities within the game. These can include scorekeeper, umpire, equipment manager, statistician as well as player or coach. Teacher helps students identify the tasks and responsibilities of their roles. Students participate in the game, with those roles/responsibilities front of mind. |
|  | Students reflect on what strengths and skills were required to be successful in their role, and how the roles worked together to make the game successful.  Students then reflect on how these roles connect with their own emerging interests, skills and strengths. Students start to identify where their personal strengths are outside of immediately being involved with the game. Students can begin to link their personal strengths with jobs that require or need those specific skills (within a sporting context and outside it, where applicable). |

Considerations when adapting the learning activity

* Teacher should consider how different roles require different skills sets and how to support students to identify these.
* Teacher should identify what jobs are available that coincide with the skills sets being implemented in the game, to provide learning scaffolding for students in the reflection stage of the activity.
* Students can swap roles throughout the SEPEP season, to allow them to compare and contrast the roles and responsibilities.
* SEPEP units and models are an advantageous resource that provide ideas, roles and responsibilities for the students to engage with and provide a basis that will allow them to recognise strengths that can be useful outside of school.

Additional resources to help when adapting the learning activity

* AFL Community, [AFL sport education](http://www.aflcommunityclub.com.au/index.php?id=1862)
* The Australian Council for Health, Physical Education and Recreation, [Blog: SEPEP revisited](https://www.achper.org.au/blog/blog-sepep-revisited)

Benefits for students

Know yourself – self-development:

* Students enhance their self-awareness as they reflect on the roles they assumed in the game, and how they connect to their skills, interests and strengths.
* Students begin to understand the importance of collaboration and communication within a team environment by experiencing a game with additional responsibilities that require them to work together to be successful.

Know your world – career exploration:

* Students expand their knowledge of the world of work by taking on a role in an AFL football game.
* Students improve their knowledge of skills, rules and techniques by participating in a mock season of AFL.
* Students gain an increased appreciation of, and acknowledgement for, all roles and responsibilities at local sporting levels and recognise that a lot of organisation and planning goes into grassroot sport participation.

Manage your future – be proactive:

* Students gain a greater appreciation for strategic planning, collaboration, application and communication in multiple roles of a team environment. These are all skills that can be utilised in their futures, including in a career context.
* Students see how their learning connects to work and society as they learn more about roles that facilitate a popular physical activity.