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:** Use feedback to improve body control and coordination when performing specialised movement skills ([VCHPEM133](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM133))

**Existing activity:** Working on feedback and visual identification of progression when performing specialised movement skills.

**Summary of adaptation, change, addition:** Developing and practicing effective feedback skills, and identifying strengths and weaknesses and using effective feedback to improve performance.

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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| Teacher leads students through a variety of modified games of tennis, with the goal of giving and receiving feedback to improve specialised movement skills.  For each version of the game, students work in pairs to improve their specialised movements and their feedback skills. The adaptations suggested below allow students to refine their skills and develop areas currently perceived as weakness.  Teacher talks about different types of feedback in relation to performance. For example, they introduce strategies to give constructive feedback for areas of improvement, such as the ‘two stars and a wish’ strategy – two things you liked about the performance and one thing you wish your partner could do better. Teacher helps students to understand the importance of offsetting comments that are almost always going to be negative. | Teacher introduces the idea that giving and receiving feedback is often a critical component of being effective in the workplace. They link the use of feedback as a tool to improve performance to the skills of being adaptable and self-aware.  Teacher extends the discussion of types of feedback to reflect on how you develop awareness about your own skills beyond things like a tennis game. Students identify when and how they might receive feedback in other areas of their life, including in potential work environments.  Teacher enhances this by introducing the concept of annual performance reviews. They explain that in many jobs, employees assess how they feel about their work in the past year and receive feedback from their managers on their performance. |
| Through the following adaptations, students provide feedback to their opponent that may lead to an improvement in their movement patterns and an overall improvement in their score.   * Service box tennis: Students play a small-sided game of tennis within the service box, which is now the new ‘court’. Students record their score after a set time (e.g. 10 minutes). * Forehand retreat: Students retrieve a ball placed in their court and must only use a forehand tennis shot to return the ball. * Volley to win: Students must see how long they can rally for with a partner using only a volley. | Teacher provides students with a mock performance review template. After the tennis game adaptations, students complete the performance reviews as though they were an employee assessing their work. They consider how to give feedback appropriately if necessary, as well as how to express their achievements, strengths and areas they developed as an ‘employee’.  Students then swap their reviews with their partner and discuss whether they agree or disagree with the self-assessments. |
| Students reflect on why it is important to refine their skills and develop areas currently perceived as weakness.  Students explore resilience when faced with negative feedback or developing specialised movement skills. They identify how they overcame hurdles and what the result of their work was. | Teacher reinforces the benefits of being able to communicate sensitively and effectively with people in a range of settings, including the workplace. Students reflect on the teamwork, collaboration and communication skills they have developed, and how they can carry these skills forward. |

Considerations when adapting the learning activity

Teachers will need to develop a performance review template. This could include prompts such as:

* What was your greatest accomplishment in this activity?
* What areas do you want to improve?
* What motivated you to work hard in this activity?
* How did your manager give you feedback?
* How well did you listen to others?
* What was the effect of listening to feedback?

Additional resources to help when adapting the learning activity

* Lattice, [What to expect from your first ever performance review](https://lattice.com/library/what-to-expect-from-your-first-ever-performance-rev)
* cdanz, [Leveraging your weaknesses into strengths](http://www.cdanz.org.nz/files/Ezine%2020%203%20Spring%202016/CDANZ%20Ezine%2020%203%20Article%20Leveraging%20Weaknesses%20Poehnell%20Aug%202016.pdf)

Benefits for students

Know yourself – self-development:

* Students improve leadership and communication skills by working collaboratively.
* Student learn to self-reflect and assess their own performance.

Know your world – career exploration:

* Students enhance problem-solving skills through the application and refinement of movement concepts.
* Students consider situations where they would give and receive feedback.

Manage your future – be proactive:

* Students learn to sensitively give and receive feedback, and incorporate feedback into future actions.