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:** Examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time ([VCHPEM157](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM157))

**Existing activity:** Exploring the impact of media messages associated with physical activity, outdoor recreation and sport in Australia.

**Summary of adaptation, change, addition:** Creating a marketing campaign to encourage participation in a physical activity, sport or recreational activity of their choice.

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 collaboratively create an anonymous survey to assess the class attitudes to, and involvement in, physical activity. Each answer of the survey is rated 1–5, with 1 being ‘Not true’ and 5 being ‘True’. Survey prompts could include:   * Sport is very important to me. * I participate in physical activity outside of school on a regular basis. * I participate in physical activity with friends/family/carers outside of school. * I see people who look like me participating in physical activity at a professional level. * Seeing people like me doing physical activity impacts on how I feel about participating. * I like participating in sport. | Students research barriers and enablers to participation in physical activity, and consider whose job it is to identify these barriers and enablers, and how data is collected (e.g. through surveys by researchers). Students think about who might be interested in this data and why, for example, government departments, health organisations and sporting bodies. |
| Students anonymously take the survey via a program/website such as SurveyMonkey and teacher collates the results. *Note:* a year-level or similar sized cohort will elicit more comprehensive results than just the class. | Teacher leads students to consider how to overcome certain barriers to participation in physical activity through a marketing campaign.  Students research what makes an effective campaign, barriers to inclusion in sport, strategies to encourage participation, etc.  Students learn about who briefs marketing campaigns of this nature and why, and who makes the campaign. What roles do people on a marketing team have and what skills/education do they require? Students research career paths to marketing and how the different organisations identified earlier use marketing materials to influence people. |
| Teacher shares a range of media campaigns aimed at increasing participation in physical activity, sport and recreational activities with the students who took the survey (see ‘You Can’t Stop Us’ and ‘This Girl Can videos’ in the Additional resources). | Students work in small groups to design a short video aimed at encouraging participation in a physical activity, sport or recreational activity of their choice. Students can use the ‘Play by the rules’ videos in the Additional resources to gain more information about barriers people face and how to help overcome them. They share their videos with the students who took the survey. |
| After watching the resources, students re-take the survey. The results are analysed to see if attitudes towards participation in physical activity have changed as a result of exposure to the media. | Students reflect on the results of the survey and consider how their marketing materials influenced their peers. They identify skills used in the activity and add insights to e-portfolios or resumes.  Teacher helps students explore how this activity was about encouraging a change of behaviour through promoting the positive aspects of physical activity, and how skills used to do this might be transferrable to other situations in life, such as being able to present yourself favourably as a potential employee during a job interview. |

Additional resources to help when adapting the learning activity

* [You Can't Stop Us | Nike](https://www.youtube.com/watch?v=WA4dDs0T7sM)
* [This Girl Can videos](https://thisgirlcan.com.au/watch-the-ad/)
* VicSport, [Pride Game: Why it’s needed and the impact it is having](https://vicsport.com.au/blog/1587/pride-match-why-its-needed-and-the-impact-it-is-having)
* Play by the Rules, [Inclusion and diversity videos](https://www.playbytherules.net.au/got-an-issue/inclusion-and-diversity/inclusion-and-diversity-videos)

Benefits for students

Know yourself – self-development:

* Students develop teamwork skills by working effectively and collaboratively in groups.
* Students build self-awareness by reflecting on their personal skills and identifying how these might be attractive to employers.

Know your world – career exploration:

* Students identify the breadth of careers associated with sport and physical activity, including in advertising, marketing and research, and learn about the tasks and skills involved in these careers.
* Students experience work by creating a marketing video and seeing the impact of their videos on peers.

Manage your future – be proactive:

* Students research and experience tasks associated with different careers and reflect on their achievements through career planning resources such as an e-portfolio.