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:** Modify rules and scoring systems to allow for fair play, safety and inclusive participation ([VCHPEM141](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM141))

**Existing activity:** Utilising a game of basketball to design and implement a new game.

**Summary of adaptation, change, addition:** Linking skills developed in existing activity to work contexts.

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 basketball with the aim of observing how the game works.Students then participate in a modified game of basketball, such as 3 vs 3 to reduce numbers and increase time and space to move in. Students analyse how introducing adaptations can influence the outcome of the game. Students begin to understand how to maximise opportunity and what strategies can be implemented to ensure the best result possible. They also consider the impacts of the modification on the fairness on the game – does it increase or decrease the opportunity for everyone to participate? What does an increased amount of space and time allow for in terms of greater amounts of success (e.g. more space to execute skills effectively)? | Throughout the delivery of the existing learning activity, teacher assists students to identify the strategies and skills that have been effective in meeting the aims of the game, whether it is increased scoring, or ensuring access and safety for all players. For example, they reflect on how communication as a team impacted the game. This elevates the importance of communicating effectively and working in a team.Students reflect on their performance as an individual and within the team environment. Students then consider how being involved in a team and performing different roles and responsibilities to allow for success requires a collaborative approach. Students identify the strategies and skills used by those who were effective in communicating their ideas to the team. Teacher identifies the skills such as communication, creative and critical thinking and teamwork as ‘employability skills’. Teacher encourages students to reflect on situations beyond the classroom where these skills could be useful, providing work-related examples where possible. For example, students explore a list of roles within a sporting club (see Additional resources). They identify what ‘team’ a role belongs to and brainstorm what the goals of that role would be. They then discuss what strategies for successful communication and teamwork would be useful in achieving the goals of the role. Students compare their findings, looking at what communication strategies have been identified as being the most suitable for the roles they have explored. They discuss which styles they prefer to use.  |
| Students plan, trial and implement their own game, utilising their experiences from the games of basketball. They should articulate how they have considered safety and fairness in the game design. Teacher challenges students to think more creatively by imposing restraints, such as limited space and non-standard equipment for that particular game.In small groups, students teach their new game to other students. They run the game for other students and reflect on whether the game ran as they planned.  | With teacher guidance, students use insight gained during earlier reflection to articulate how specific career-related skills and attributes, such as communication skills while presenting or explaining, were developed or observed during this activity. They reflect on how well they demonstrated these skills and explain why. This insight can be used to plan for future development, or to fill in an e-portfolio reflection. |

Considerations when adapting the learning activity

* Teacher will need to spend time prior to the activity considering how they will discuss the relevance of employability skills such as communication, teamwork/collaboration and creative thinking, so they can guide the reflection phase with confidence and draw out students’ views beyond obvious statements.
* When discussing communication strategies, students can watch a clip from the film ‘The Blind Side’ (2009) (see Additional resources). The clip shows how taking a different approach to communication can change the outcome of a situation.

Additional resources to help when adapting the learning activity

* Athlete Assessments, [Coaching lessons from 'The Blind Side'](https://www.athleteassessments.com/coaching-lessons-from-the-blind-side/)
* [‘The Blind Side’ football practice scene](https://www.youtube.com/watch?v=uuYlHxijIho)
* AFL Community, [Roles within a club](http://www.aflcommunityclub.com.au/index.php?id=222)

Benefits for students

Know yourself – self-development:

* Students learn to collaborate and communicate with teammates while planning adaptations.

Know your world – career exploration:

* Students explore communication and teamwork strategies in the context of different team structures and occupations.
* Students reflect on how different communication styles and strategies are used in different workplace settings, and consider their own use of communication strategies.

Manage your future – be proactive:

* Students develop their critical and creative thinking and planning skills, which will allow them to engage and offer ideas within a sport, team or work environment and to make informed decisions.