Embedding career education in the Victorian Curriculum F–10

Dance – Foundation Level

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:** Dance – Foundation Level

**Relevant content description:** Use fundamental locomotor and non-locomotor movements, body parts, bases and zones to explore safe movement possibilities and dance ideas ([VCADAE017](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAE017))

**Existing activity:** Introducing the concept of a personal bubble.

**Summary of adaptation, change, addition:** Using the personal bubble concept to explore our impact on others and how we can interact positively and effectively.

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 |
| Teacher takes students outside to blow bubbles. Discuss and describe the shape of the bubbles. Back in the classroom, the students watch ‘Silvermist with a bubble’ and ‘Morphle’s bubble adventure’ (up to 40 seconds). These videos are provided in the Additional resources. They can be viewed as a whole class or in groups, or individually if digital resources are available. | While blowing bubble outside, teacher leads a discussion about the best technique to get lots of bubbles. Teacher asks students to try different methods and share their experiences to encourage problem solving. |
| Either outside or in a large, open indoor area, students find their own space where they cannot touch anyone or anything, stretching their arms and legs as far as they can (like a star jump pose) to test this. Teacher talks students through an imaginary situation where Boba from ‘Morphle’s bubble adventure’ has blown a bubble and put them in it. Introduce this as their personal bubble. Students explore different directions with their bodies to try pop the bubble, but they cannot; it is too strong. | Existing activity runs unchanged. |
| Using demonstrations, teacher asks students to stretch their bubble in various directions using their hands and feet. Then, still using demonstrations, teacher asks students to move within their bubble to try to break it. First, students should hop (this is unsuccessful), then run on the spot (this is also unsuccessful), and finally jump up and down (this is successful). | After the students have explored their own personal bubble, teacher instructs students to move within arm’s reach of another student. The teacher asks students to try the same stretching exercise, and to share their experiences of how their partner’s personal bubble affected their own.  |
| Teacher asks students to describe their experience within their personal bubble using questions such as:* When you were in your personal bubble, were people close or far apart?
* What did your personal bubble stop you from doing?
* How does the personal bubble keep you safe when you are moving?
 | To adapt this activity, students can discuss the questions one at a time in small groups. After each group has had time to discuss, there can be a class discussion to share ideas.  |
| Students draw themselves in a personal bubble with a sentence lead in: ‘My personal bubble keeps me…’ | If digital technology is available, students draw bubbles (circles) using a drawing platform such as PowerPoint, Google Slides or Paint. Students should draw one circle for each student in the class and then move them around so that no bubbles touch each other. Alternatively, teacher can demonstrate this on a whiteboard. Teacher raises awareness that our actions affect and influence the people around us, and that this will come up frequently throughout life, including in the workforce. |

Considerations when adapting the learning activity

* This activity provides opportunities for cross-curricular connections (e.g. Personal and Social Capabilities – Highlight how to use the personal bubble to manage our feelings when we become overwhelmed ([VCPSCSE003](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE003)))
* Bubble-blowing equipment will need to be sourced prior to the activity.
* Availability of appropriate spaces needs to be considered.
* This activity can be used as the warm-up activity for every dance session because it involves stretching and cardiovascular activity.

Additional resources to help when adapting the learning activity

* [Silvermist](https://youtu.be/b5DCahdcW2k) with a bubble
* [Morphle’s bubble adventure](https://www.youtube.com/watch?v=UKagcHtXgyQ&feature=youtu.be) (to 40 secs)

Benefits for students

Know yourself – self-development:

* Students begin to understand personal space and societal norms when working with others.
* Students learn to problem solve and apply reasoning.
* Students learn to listen and share ideas in large and small groups.

Know your world – career exploration:

* Students are introduced to the body as a communication tool.

Manage your future – be proactive:

* Students begin to understand how their behaviour impacts others, and how they can to ensure that everyone can carry out their activities in a safe environment while still expressing themselves freely.