Embedding career education in the Victorian Curriculum F–10

Dance, 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:** Dance, Levels 9 and 10

**Relevant content description:** Explore personal movement style by combining elements of dance and using improvisation and safe dance practice to develop new movement possibilities ([VCADAE040](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAE040))

**Existing activity:** Improvising, selecting, arranging, refining and evaluating a short dance piece using arms only in varied aerial pathways.

**Summary of adaptation, change, addition:** Collaborating with a partner to produce a dance workshop suitable for delivery to a community group.

2. Adapt the learning activity to include a career education focus

|  |  |
| --- | --- |
| Existing learning activity | Adaptations, changes or extensions that can be made |
|  | Teacher invites an occupational therapist (OT) to speak with the class about their career pathway and the issues they face when working with people or groups with specific needs. |
| As a class, students explore the concept of aerial pathways through the use of arm lines. | Students select an authentic audience for a movement workshop about arm movement (see Considerations for suggested groups to work with). They consider the requirements of this audience when developing the workshop. Students discuss:   * What possible physical limitations might there be in this group? * What special needs or disabilities might need consideration? * What adjustments in communication might be needed with this group? * What might limit how you deliver your workshop at the venue?   Students create a list of questions for their contact within the organisation, which students can ask via a phone meeting. |
| Students pretend they are enclosed in a cube. Different points within the cube represent each letter of the alphabet.  Students spell various words as instructed by teacher by reaching to each ‘letter’ with their hands. Teacher can vary the activity by varying the pathways (linear or curved), the tempo of the actions (fast, medium or slow) or the order (backwards, jumbled or repeating letters).  In pairs, students create a short dance work based on the imaginary cube and perform to the class. | Students discuss any client requirements for their workshop. For example, for a wheelchair bound student the workshop will need to be seated; aged care residents may have rheumatoid arthritis in shoulder and elbow joints so movement may need to be slow and use a limited range of movement.  As a class, students choose appropriate music and prepare the choreography, applying the client requirements.  Students deliver the workshop to the client via an excursion or incursion. |
|  | After delivering the workshop, students reflect on the experience using the following questions.   * Did you have to adjust your communication when working with the client? If yes, how? If no, what changes would you need to make with a different client? * If you were to deliver the workshop again, what changes would you make and why? * When collaborating with others what personal strengths did you bring? * In what areas do you think you could improve? * List five skills you used in this activity that could transfer to a workplace and three skills that require more training/development. |

Considerations when adapting the learning activity

* Teachers will need consider what types of community groups are available and willing to participate before beginning the activity so they can scaffold the task. Suggested community groups are aged care homes, local kindergarten, P–2 primary school class, local special development school class. Grandparents might be asked to attend the workshop, or a local disability care institution might be interested in scheduling this into their activities. If these options are not suitable, students can be challenged to consider alternative ways to deliver the workshop. School protocols for an excursion will need to be followed.
* Involving students in planning and decision-making processes enhances career-related learning, but teacher will need to allocate additional time to accommodate this, and will need to reflect on how their students will make links to the world beyond the classroom.

Additional resources to help when adapting the learning activity

* Trisha Brown, [The imaginary cube](https://www.researchgate.net/figure/Trisha-Brown-The-imaginary-cube-and-its-points-of-reference-Sulzman-1978_fig4_309316794) (Adapt the concept with the alphabet instead of numbers.)
* If an OT cannot visit the class, information from the following websites can be shared: Occupational Therapy Australia, [About Occupational Therapy](https://www.otaus.com.au/about/about-ot); [A day with an occupational therapist](https://www.youtube.com/watch?v=XHCcZcuseiw) (YouTube video)

Benefits for students

Know yourself – self-development:

* Students gain self-awareness as they evaluate their personal skills and reflect on those they may need to develop further.
* Students develop collaboration and communication skills.

Know your world – career exploration:

* Students expand their understanding of how skills can be transferred to different workplaces.

Manage your future – be proactive:

* Students learn to be organised and adaptable by planning for and navigating challenges such as transport, accessibility, venue set up, allocation of equipment/resources and time/project management.
* Students develop critical and creative thinking skills when considering how to adapt their workshop to meet the specific needs of the client. These are skills that assist informed decision-making.