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:** Answering questions on common dance injuries.

**Summary of adaptation, change, addition:** Exploring career opportunities associated with dancer health and safety.

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 are provided information on:   * common causes of dance injuries * propensities for injury * seven most common dance injuries * injury management.   See Additional resources for suggested sources. | Teacher introduces the importance of using safe dance practices by inviting a healthcare professional to address the class. Topics for the talk could include:   * A presentation or Q&A with the class about common dance injuries and their causes * An injury management scenario including a demonstration and instructions. |
| Students answer a set of questions related to the readings provided to demonstrate awareness of safe dance practices. | Teacher divides the class into groups and assigns each group a common dance injury to research. Research should include how the injury commonly occurs, how it can be prevented, treatment methods, and the effect on the dancer. It should also include healthcare professionals who assess the injury and help the dancer recover, which may include a first aid responder, nurse, physiotherapist, myotherapist or remedial masseuse. Remind students that maintaining mental health while injured might also be an element of injury recovery. Groups present their findings to the class.  Each student chooses a job that interests them and identifies the common daily tasks, required skills and career pathway for that job. What kind of temperament or personality do students think would be suited to this job? Do they think their personality is a good match, or is better suited to a different role? These insights can be recorded in an appropriate career-planning tool, such as an e-portfolio. |

Considerations when adapting the learning activity

* Teacher will need to conduct prior research into availability of appropriate guest speakers. The school’s careers practitioner might be able to help with connections to student ambassadors at tertiary institutions where these professionals are trained. Local Learning and Employment Networks (LLENs) generally have data based on community members who are keen to speak with students about their careers. Healthcare centres, gyms, sporting facilities and local councils can also often provide access to these speakers. Teacher should ensure any guest speaker is briefed to discuss their career pathway in addition to addressing the curriculum materials specifically.
* The school’s careers practitioner can assist with additional career and pathway information.
* If guest speakers, real or virtual, are not available there are videos that showcase career profiles (see Additional resources). Where these are used, teacher may need to create discussion prompts or a short worksheet to assist students with extracting relevant information for their own career planning.

Additional resources to help when adapting the learning activity

* [Playlist of career profiles](https://www.youtube.com/playlist?list=PLC4jotN_tSTy0ZCt2X5LqVlmyJmfN4TLd)
* [7 common dance injuries (and how to prevent them)](https://www.neurotour.com/blog/7-common-dance-injuries)
* [Preventing dance injuries](https://www.stopsportsinjuries.org/STOP/STOP/Prevent_Injuries/Dance_Injury_Prevention.aspx)

Benefits for students

Know yourself – self-development:

* Students learn how to prevent, identify and manage injuries.
* Students develop teamwork, collaboration and oral presentation skills.
* Students build awareness of their personal preferences and strengths and weaknesses.

Know your world – career exploration:

* Students are exposed to a range of healthcare jobs, broadening their concept of careers that support the arts.

Manage your future – be proactive:

* Students learn to assess their own suitability for specific jobs.