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:** Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences ([VCHPEM156](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM156))

**Existing activity:** Creating a 2-minute dance routine (in small groups).

**Summary of adaptation, change, addition:** Adopting roles related to a dance and contributing to the planning of a performance as would a professional in that role.

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 |
| This activity will work best if the class has previously explored elements of dance, components of a routine, and different forms of dance.In small groups, students create a 2-minute dance routine. Each routine should include a variety of movements, changes in pace or tempo and the use of space. Students record notes on their progress, including written reflection and videos of the rehearsals. | With teacher guidance as required, students brainstorm occupations associated with dance beyond the role of dancer, such as choreographer, lighting/set designer, costume designer, make-up artist or videographer. Each member of the group selects a role to adopt through the activity. They research how that role contributes to the production of a dance performance in order to contribute similarly to their group performance.  |
| Students keep a journal to reflect on their composition of the dance routine, including how they decided on the steps of the routine, any issues they faced and how they worked through them. They document the strategies they used to refine the performance as a group and individually.Students watch their rehearsal videos and assess their progress and performance. As a group, they discuss strengths and weaknesses, and work together to improve the performance. | Students reflect on how they contributed to the group and performance through their adopted role. They consider the challenges and rewards of the role they occupied. They discuss if other roles held more appeal as the project went on and analyse how their research contributed to the success of the performance. During the journaling process, students are encouraged to reflect on the skills they have developed and where these might intersect with their own career planning. Is a skill they used in this activity particularly suited to a career that interests them? |
| Each group performs their routine to the class. Routines are recorded for analysis and discussion. Students reflect on their practice strategy – was it effective? Was there something else they could have done, or could have done better, to improve the final performance? | Students add insights gained through the reflection, and evidence of their dance/performance-planning skills, to career planning documents such as an e-portfolio or resume. |

Considerations when adapting the learning activity

* This activity will have more career-related impact if done in small groups because it facilitates the development of collaboration, compromise and consideration of other people’s viewpoints. These elements will not be as prevalent if this is done as an individual activity.
* This activity has parallels with elements of the Dance curriculum and teacher may wish to explore the career education resource connected to content description [VCADAE041](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCADAE041), which links the choreography of a dance piece to career education concepts.
* Filming the rehearsal process and performance allows for reflection on things that students cannot reflect on while they are performing, which can be leveraged for career-related reflection on presentation and enhancing confidence.

Benefits for students

Know yourself – self-development:

* Students build self-awareness as they reflect on how they contributed to their group’s performance, what elements of the professional role they enjoyed and how they overcame hurdles.
* Students understand the importance of being adaptable while working in a team and combining ideas, and learn to value others’ input and ideas.
* Students learn to assess their performance and think critically and creatively about ways to improve.
* Students build skills in digital technologies and planning by recording the rehearsal process and final performance.

Know your world – career exploration:

* Students explore the labour market in the dance industry beyond the role of dancer.

Manage your future – be proactive:

* Students use information to enhance decision-making by reflecting on skills gained, how they overcame challenges and what they would do differently in the future.