

Victorian Curriculum 2018

Understanding self
and other

Community Living

Environmental
Connections



Character
Strengths

Indigenous
Connections

Outdoor
Movement
and Skills

Collaboration:
Teamwork
and
Leadership

Risk

Problem
solving

Resilience

Decision
Making

Empowering people to develop life-long positive growth

Rubicon Learning Topic Menu

Victorian Curriculum

Community Living: *Core teaching topic and introduced each program*

Modelling how positive communities function in residence, at base camp and on expedition. Introducing TRIBES if appropriate. Understanding yourself and others in a respectful manner. How do relationships work

Environmental connections: Sustainability *Core teaching topic and introduced each program*

Connecting with our natural and built environment. Understanding 3R Recycle, Reuse Reduce, Water monitoring, Climate Change issues, Composting, Power saving. Understanding where our food comes from, Food mile concepts.

Teaching topics selection menu:

Choose one or two topics as your key program focus. These topics are covered in more detail and assessed

Character Strengths

Students understanding their own character strengths and spotting strengths in others. Learning how to be your best possible self. Completing a character strength survey with peers

Indigenous Connections

Acknowledging the local Indigenous tribe past and present. Introducing relevant indigenous language, story lines, food gathering practices.

Outdoor Movement & Skills

Being active in the Outdoors. Learning and using specific mobility skills. Learning and applying Lifelong outdoor learning skills

Collaboration

Learning about and developing Teamwork and Leadership practice, working together and developing positive social skills

Risk

Understanding how to identify and manage personal and group risk and its application in daily life and decision making. Using the appropriate Thinking Tool: DATT CAF OPV and particularly C & S Consequence and Sequel

Problem Solving

Using critical and creative thinking strategies. Using DATT Thinking Tools. Use Decision Making tools. Problem Solving requires thoughts and emotions to identified and separated

Resilience

Learning about and practicing coping and bounce back strategies. Understanding how to manage thoughts and emotions.

Decision Making

Understanding and developing the decision making process and its application.

Outdoor Education and Victorian Curriculum at Rubicon

The Victorian Curriculum Foundation–10 (F–10) sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship. The Victorian Curriculum F–10 incorporates the Australian Curriculum and reflects Victorian priorities and standards. Health and Physical Education has strong links to Outdoor Education.

Outdoor Education through Health and Physical Education focuses on students enhancing their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. Research in fields such as sociology, physiology, nutrition, biomechanics and psychology informs what we understand about healthy, safe and active choices. Outdoor Education offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active.

In Outdoor Education, students develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage satisfying relationships. The curriculum helps them to be resilient, and to make decisions and take actions to promote their health, safety and physical activity participation. As students mature, they develop and use critical inquiry skills to research and analyse the knowledge of the field and to understand the influences on their own and others' health, safety and wellbeing. They also learn to use resources for the benefit of themselves and for the communities with which they identify and to which they belong.

Integral to Outdoor Education and Health and Physical Education is the acquisition of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities. As a foundation for lifelong physical activity participation and enhanced performance, students develop proficiency in movement skills, physical activities and movement concepts and acquire an understanding of the science behind how the body moves. In doing so, they develop an appreciation of the significance of physical activity, outdoor recreation and sport both in Australian society and globally.

Outdoor Education focusses on a strengths-based approach. The notion of developing the PERMA model as proposed by eminent psychologists and building Positive Emotions, Relationships, Meaning and Accomplishments forms the basis of our teaching and learning program. An emphasis on students identifying their own character strengths and those of their peers builds both individual and group capacity. This approach affirms that all students and their communities have particular strengths and resources that can be nurtured to improve their own and others' health, wellbeing, movement competence and participation in physical activity.

Outdoor Education engages students in practical and active learning experiences in natural environments and settings typically beyond the school boundary. In these environments, students develop knowledge, understanding and skills to move safely and competently while valuing a positive relationship with and promoting the sustainable use of these environments. Elements of learning in outdoor education will draw on content from across the Victorian Curriculum: Foundation to Year 10, including Health and Physical Education, Geography, Science and Personal and Social Capability. The primary content drawn from Health and Physical Education will be in the areas of outdoor recreation and the influence of connection to place and communities on health and wellbeing.

In the Health and Physical Education curriculum, outdoor recreation refers to recreational activities, or the act of engaging in recreational activities. These are typically associated with outdoor, natural or semi-natural settings. These activities are an important part of learning in the Health and Physical Education curriculum as they promote lifelong physical activity. They also contribute to health and wellbeing through direct personal experiences and connections with natural environments. Outdoor activities provide an environment for developing movement competence, promoting a sense of wellbeing, enhancing personal and social skills, and developing an understanding of the concept of risk versus challenge.

The Victorian Curriculum takes account of the developmental stages of learning young people experience at school. While student learning is a continuum and different students develop at different rates, they broadly progress through the second two stages of learning.

The area of Building Breadth and Depth is for students in years 5 to 8. During this stage of learning, students begin to develop more complex thinking skills and can apply more abstract thinking strategies to their learning. Students participate in outdoor adventure activities in natural environments, which develop skills, knowledge and behaviours to enhance and promote safety. They use skills such as strategic thinking to solve real-life problems to improve team performance.

The area of Developing Pathways is for students in years 9 and 10. Students engage in authentic and personally meaningful activities that assist in developing pathways for their future. They explore how their learning links to the world around them and applies to specific situations. Importantly, students become more focused on how their learning relates to their personal future. Students participate in peer teaching or coaching, with a focus on skill development and improvement. They engage in a variety of recreational and outdoor adventure activities, and develop skills, knowledge and behaviours for safe participation in these activities. They learn basic first aid skills.

In addition, Rubicon provides modelling, living and learning opportunities in the following areas

Community projects (garden care, cooking, track maintenance)

Animal contact and care (horse riding, reptiles, bees, aquaculture)

School Program Pathway at Rubicon

The objective at Rubicon is to optimise the learning opportunity and experience for every student. A broad pathway and timeline is utilised to identify the immediate and longer term influence of the learning journey at Rubicon. The following is an example of the process

- School Booking accepted by Rubicon. This usually occurs in the year preceding.
- Rubicon Program coordinator will discuss the visiting school's specific learning objectives and content descriptors and achievement standards with the visiting teacher in charge
- Rubicon staff member will visit the attending school to meet with accompanying staff and students and specifically identify the Learning Intentions. The program focus and content descriptors are generally identified and then more specifically students will choose a number of explicit learning outcomes they wish to concentrate on.
- Rubicon staff meet as a professional learning team and discuss the explicit content descriptors, achievement standards and learning objectives as identified by the students and plan a teaching and learning program to reflect these objectives.
- Students arrive at Rubicon and engage in the learning program
- Students, visiting teachers and Rubicon staff reflect and assess the identified learning and achievement standards for students at the conclusion of program
- Rubicon staff member to visit school post program (between 4 to 6 weeks). This vital meeting is to identify and record the longer term student reflection and learning.

Learning Areas utilised at Rubicon

The following Learning Areas predominantly form the basis of the Victorian curriculum at Rubicon

Health and Physical Education

Geography

Science

History

The Capabilities at Rubicon

The Victorian Curriculum at Rubicon includes capabilities, which are a set of discrete knowledge and skills that can and should be taught explicitly in and through the learning areas, but are not fully defined by any of the learning areas or disciplines. There are specific content descriptions and achievement standards in the four capabilities of:

Personal and Social

Critical and Creative Thinking

Ethical

Intercultural

Content descriptor and relevant achievement standards are linked to define both what is taught and what is assessed: These are not exhaustive and may be added to suit a particular school's specific learning requirement.

Assessment

Learning topic rubrics have been designed to inform student learning and form a selection of methods to identify the learning journey from the initial school pre-visit to the post program visit and evaluation. Student and staff pre visit and post visit assessments commonly form the basis for identifying student learning.

Teaching and Learning topics at Rubicon:

Core Topics introduced each program	Visiting School: Selected teaching and learning topics School generally choose one or two topics
Community Living Environmental Connections	Character Strengths Indigenous Connections Outdoor Movement and Skills Collaboration: Teamwork and Leadership Risk Problem solving Resilience Decision Making

Rubicon Learning Topic	Community Living
At Rubicon this looks like	Modelling how positive communities function in residence, at base camp and on expedition. Introducing TRIBES if appropriate. Understanding yourself and others in a respectful manner. How do relationships work
Learning Area	HPE
Strand	Personal, Social and Community Health
Sub Strand	Being healthy, safe and active
Content descriptor and Relevant achievement standard	5/6 Plan and practice strategies to promote health, safety and wellbeing (VCHPEP108) <i>They describe their own and others' contributions to health, physical activity, safety and wellbeing</i>
	7/8 Investigate and select strategies to promote health, safety and wellbeing (VCHPEP126) <i>They investigate strategies that enhance their own and others' health, safety and wellbeing</i>
	9/10 Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at risk (VCHPEP144) <i>They investigate strategies that enhance their own and others' health, safety and wellbeing</i>
Sub Strand	Communicating and interacting for health and wellbeing
Content descriptor and Relevant achievement standard	5/6 Practice skills to establish and manage relationships (VCHPEP109) <i>Students evaluate the benefits of relationships on wellbeing and respecting diversity</i>
	7/8 Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (VCHPEP127) <i>They investigate strategies that enhance their own and others' health, safety and wellbeing</i>
	9/10 Investigate how empathy and ethical decision-making contribute to respectful relationships (VCHPEP146) <i>Students critically analyse contextual factors that influence their identities, relationships, decisions and behaviours</i>
Sub Strand	Contributing to healthy and active communities
Content descriptor and Relevant achievement standard	Level 5 & 6 Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment (VCHPEP113) <i>They examine how community wellbeing is supported by celebrating diversity and connecting to the natural and built environment</i>
	Level 7/8 Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities (VCHPEP131) <i>They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing</i> Level 9 & 10 Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments (VCHPEP150) <i>They analyse the impact of attitudes and beliefs about diversity on community connection and wellbeing</i>

	<i>Students access, synthesise and apply health information from credible sources to propose and justify responses to situations in the home, in the school and the community</i>
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Rubicon Learning Topic	Community Living
At Rubicon this looks like	Modelling how positive communities function in residence, at base camp and on expedition. Introducing TRIBES if appropriate. Understanding yourself and others in a respectful manner. How do relationships work
Learning Area/ Capability	Personal and Social Capabilities
Strand	Self-Awareness and Management
Sub Strand	Recognition and expression of emotions
Content descriptor and Relevant achievement standard	5/6 Explore the links between their emotions and their behaviour (VCPSCSE025) <i>Students describe different ways to express emotions and the relationship between emotions and behaviour.</i>
	7/8 Describe how and why emotional responses may change in different contexts (VCPSCSE034) <i>Students reflect on the influence of emotions on behaviour, learning and relationships.</i>
	9/10 Evaluate emotional responses and the management of emotions in a range of contexts (VCPSCSE043) <i>Students reflect critically on their emotional responses to challenging situations in a wide range of contexts.</i>
Strand	Social Awareness and Management
Sub Strand	Relationships and diversity
Content descriptor and Relevant achievement standard	5/6 Describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved (VCPSCSO031) <i>They identify characteristics of respectful relationships</i>
	7/8 Recognise the impact of personal boundaries, intimacy, distribution of power and social and cultural norms and mores on the ways relationships are expressed (VCPSCSO040) <i>They identify indicators of respectful relationships in a range of social and work-related situations</i>
	9/10 Investigate personal, social and cultural factors that influence the ability to experience positive and respectful relationships and explore the rights and responsibilities of individuals in relationships (VCPSCSO049) <i>They analyse factors that influence different types of relationships</i>

Rubicon Learning Topic	Environmental Connections Sustainability:
At Rubicon this looks like	Connecting with our natural and built environment. Understanding 3R Recycle, Reuse Reduce, Water monitoring, Climate Change issues, Composting, Power saving. Understanding where our food comes from, Food mile concepts.
Learning Area/ Capability	HPE
Strand	Personal, Social and Community Health
Sub Strand	Contributing to healthy and active communities
Content descriptor and Relevant achievement standard	5/6 Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment (VCHPEP113) <i>They examine how community wellbeing is supported by celebrating diversity and connecting to the natural and built environment</i>
	7/8 Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities (VCHPEP131) <i>They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing</i>
	9/10 Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities (VCHPEP149) <i>Students access, synthesise and apply health information from credible sources to propose and justify responses to situations in the home, in the school and the community</i>
	9/10 Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments (VCHPEP150) <i>They analyse the impact of attitudes and beliefs about diversity on community connection and wellbeing</i>
Learning Area/ Capability	Humanities Geography
Strand	Geographical Knowledge
Sub Strand	Diversity and significance of places and environments
Content descriptor and Relevant achievement standard	3/4 ADAPT Types of natural vegetation and the significance of vegetation to the environment, the importance of environments to animals and people, and different views on how they can be protected; the use and management of natural resources and waste, and different views on how to do this sustainably (VCGGK082) <i>Students identify responses to a sustainability / geographical challenge and the expected effects.</i>
Sub Strand	Environmental change and management
Content descriptor and Relevant achievement standard	9/10 Environmental, economic and technological factors that influence environmental change and human responses to its management (VCGGK145) <i>Students evaluate alternative views on a sustainability / geographical challenge and alternative strategies to address this challenge, using environmental, social and economic criteria, explaining the predicted outcomes and further consequences and drawing a reasoned conclusion.</i>
Rubicon Learning Topic	Environmental Connections Sustainability:

At Rubicon this looks like	Connecting to our world, Recycling, Water monitoring, Composting, Power saving, Understanding where our food comes from , Food mile concepts, zero power hour,
Learning Area/ Capability	Humanities Geography
Strand	Geographical Concepts and Skills
Sub Strand	Place, space and interconnection
Content descriptor and Relevant achievement standard	5/6 Describe and explain interconnections within places and between places, and the effects of these interconnections (VCGGC087) <i>They describe and explain interconnections and their effects</i>
	7/8 Identify, analyse and explain interconnections within places and between places and identify and explain changes resulting from these interconnections (VCGGC101) <i>They identify, analyse and explain interconnections</i>
	9/10 Identify, analyse and explain significant interconnections within places and between places over time and at different scales, and evaluate the resulting changes and further consequences (VCGGC129) <i>They identify, analyse, and explain significant spatial distributions and patterns and significant interconnections</i>

Rubicon Learning Topic	Environmental Connections Sustainability:
Learning Area/ Capability	Design and Technologies
Sub Strand	Technologies and Society
Content descriptor and Relevant achievement standard	5/6 Investigate how people in design and technologies occupations address competing considerations, including sustainability, in the design of solutions for current and future use (VCDSTS033) <i>They suggest criteria for success, including sustainability considerations</i>
	7/8 Examine and prioritise competing factors including social, ethical, economic and sustainability considerations in the development of technologies and designed solutions to meet community needs for preferred futures (VCDSTS043) <i>They develop criteria for success, including sustainability considerations</i>
	9/10 Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved (VCDSTS054) <i>They establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas</i>

Rubicon Learning Topic	Indigenous connections:
At Rubicon this looks like	Acknowledging the local Indigenous tribe past and present. Introducing relevant indigenous language, story lines, food gathering practices.
Learning Area/ Capability	Intercultural Capability
Strand	Cultural Diversity
Sub Strand	
Content descriptor and Relevant achievement standard	5/6 Identify barriers to and means of reaching understandings within and between culturally diverse groups (VCICCD011) <i>Students identify the barriers to and means of reaching understandings within and between culturally diverse groups</i>
	7/8 Identify the challenges and benefits of living and working in a culturally diverse society (VCICCD015) <i>Students understand the challenges and benefits of living and working in culturally diverse communities</i>
	9/10 Identify and analyse the challenges and benefits of living and working in an interconnected and culturally diverse world (VCICCD019) <i>Students analyse the components of a cohesive society, and the challenges, benefits and consequences of maintaining or failing to maintain that cohesion.</i>
Learning Area/ Capability	History
Sub Strand	Historical Knowledge Community, remembrance and celebrations
Content descriptor and Relevant achievement standard	3/4 The significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area (VCHHK072) <i>They describe perspectives of people from the past and recognise different points of view. Students create a narrative or description which explains continuity and change</i>
Learning Area/ Capability	Humanities Geography
Sub Strand	Factors that shape places and influence interconnections
Content descriptor and Relevant achievement standard	Foundation to level 2 Aboriginal and Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander peoples, and the ways in which they maintain special connections to particular Country/Place (VCGGK066) <i>They identify how people are connected to different places and explain the value of places to people.</i>
	5/6 Influence of people, including the influence of Aboriginal and Torres Strait Islander peoples, on the environmental characteristics of Australian places. (VCGGK094) <i>They describe and explain interconnections and their effects.</i>

	<p>7/8 landscapes and landforms Spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander peoples, that influence the significance of places, and ways of protecting significant landscapes (VCGGK120) <i>Students explain processes that influence the characteristics of places</i></p>
	<p>9/10 Environmental Change and Management Aboriginal and Torres Strait Islander peoples' approaches to custodial responsibility and environmental management in different regions of Australia (VCGGK148) <i>Students predict changes in the characteristics of places over time and identify implications of change for the future</i></p>

Rubicon Learning Topic	Outdoor Movement and skills
At Rubicon, this looks like	Being active in the Outdoors. Learning and using specific mobility skills. Learning and applying Lifelong outdoor learning skills
Learning Area/ Capability	HPE
Strand	Movement and Physical Activity Strand
Sub Strand	Moving the body
Content descriptor and Relevant achievement standard	<p>5 & 6 Practice specialised movement skills and apply them in different movement situations in indoor, outdoor and aquatic settings (VCHPEM115) <i>They perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges.</i> <i>They apply the elements of movement when composing and creating movement sequences.</i></p>
	<p>7 & 8 Use feedback to improve body control and coordination when performing specialised movement skills (VCHPEM133) <i>Students demonstrate control and accuracy when performing specialised movement skills.</i> <i>They apply and refine movement concepts and strategies to suit different movement situations.</i> <i>They apply the elements of movement to compose and perform movement sequences.</i></p>
	<p>9 & 10 Perform and refine specialised movement skills in challenging movement situations (VCHPEM152) <i>They apply and transfer movement concepts and strategies to new and challenging movement situations.</i> <i>They apply criteria to make judgments about and refine their own and others' specialised movement skills and movement performances.</i> <i>They work collaboratively to design and apply solutions to movement challenges</i></p>

Rubicon Learning Topic	Outdoor Movement and skills
At Rubicon, this looks like	Being active in the Outdoors. Learning and using specific mobility skills. Learning and applying Lifelong outdoor learning skills
Learning Area/ Capability	HPE
Strand	Personal, Social and Community Health
Sub Strand	Contributing to healthy and active communities
Content descriptor and Relevant achievement standard	5/6 Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment (VCHPEP113) <i>They examine how community wellbeing is supported by celebrating diversity and connecting to the natural and built environment</i>
	7/8 Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities (VCHPEP131) <i>They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.</i>
	9/10 Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments (VCHPEP150) <i>They examine the role physical activity has played historically in defining cultures and cultural identities</i>

[Menu](#)

Rubicon Learning Topic	Collaboration
At Rubicon this looks like	Learning about and developing Teamwork and Leadership practice, working together and developing positive social skills. Learning about and implementing the NOLS structure.
Learning Area/ Capability	Personal and Social Capability
Strand	Social Awareness and Management
Sub Strand	Collaboration
Content descriptor and <i>Relevant achievement standard</i>	5/6 Identify the characteristics of an effective team and develop descriptions for particular roles including leadership, and describe both their own and their team's performance when undertaking various roles (VCPSCSO032) <i>They contribute to groups and teams suggesting improvements for methods used in group projects and investigations</i>
	7/8 Perform in a variety of team roles and accept responsibility as a team member and team leader, assessing how well they support other members of the team (VCPSCSO041) <i>They explain the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives.</i>
	9/10 Evaluate own and others contribution to group tasks, critiquing roles including leadership and provide useful feedback to peers, evaluate task achievement and make recommendations for improvements in relation to team goals (VCPSCSO050) <i>They critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of team members to complete complex tasks.</i>
Learning Area/ Capability	HPE
Strand	Movement and Physical Activity
Sub Strand	Learning through movement
Content descriptor and <i>Relevant achievement standard</i>	5/6 Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (VCHPEM120) <i>Students demonstrate skills to work collaboratively and play fairly</i>
	7/8 Practise and apply personal and social skills when undertaking a range of roles in physical activities (VCHPEM139) <i>Students explain personal and social skills required to establish and maintain respectful relationships and promote fair play and inclusivity</i>
	9/10 Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams (VCHPEM158) <i>They explain the importance of cooperation, leadership and fair play across a range of health and movement contexts</i>

Rubicon Learning Topic	Risk
At Rubicon this looks like	Understanding how to identify and manage personal and group risk and its application in daily life and decision making. Using the appropriate Direct Action Thinking Tool: DATT CAF OPV PMI and particularly C & S Consequence and Sequel
Learning Area/ Capability	HPE
Strand	Personal, Social and Community Health
Sub Strand	Being healthy, safe and active
Content descriptor and Relevant achievement standard	5/6 Plan and practice strategies to promote health, safety and wellbeing (VCHPEP108) <i>They describe their own and others' contributions to health, physical activity, safety and wellbeing</i>
	7/8 Investigate and select strategies to promote health, safety and wellbeing (VCHPEP126) <i>They investigate strategies that enhance their own and others' health, safety and wellbeing</i>
	9/10 Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at risk (VCHPEP144) <i>Students access, synthesise and apply health information from credible sources to propose and justify responses to situations in the home, in the school and the community</i>
	9/10 Identify and critique the accessibility and effectiveness of support services based in the community that impact on the ability to make healthy and safe choices (VCHPEP145) <i>as above</i>
Learning Area/ Capability	Personal and Social Capabilities
Strand	Self-Awareness and Management
Sub Strand	Recognition and expression of emotions
Content descriptor and Relevant achievement standard	5/6 Explore the links between their emotions and their behaviour (VCPCSE025) <i>Students describe different ways to express emotions and the relationship between emotions and behaviour</i>
	7/8 Describe how and why emotional responses may change in different contexts (VCPCSE034) <i>Students reflect on the influence of emotions on behaviour, learning and relationships</i>
	9/10 Evaluate emotional responses and the management of emotions in a range of contexts (VCPCSE043) <i>Students reflect critically on their emotional responses to challenging situations in a wide range of contexts</i>

Rubicon Learning Topic	Problem Solving
Learning Area/ Capability	Critical Creative Thinking
At Rubicon this looks like	Using critical and creative thinking strategies. Using DATT Thinking Tools. Use Decision Making tools. Problem Solving requires thoughts and emotions to identified and separated
Sub Strand	Meta-Cognition (DATT) CAF OPV C&S PMI
Content descriptor and Relevant achievement standard	5/6 Investigate how ideas and problems can be disaggregated into smaller elements or ideas, how criteria can be used to identify gaps in existing knowledge, and assess and test ideas and proposals (VCCCTM031) <i>Students disaggregate ideas and problems into smaller elements or ideas, develop criteria to assess and test thinking, and identify and seek out new relevant information as required.</i>
	7/8 Consider how problems can be segmented into discrete stages, new knowledge synthesised during problem-solving and criteria used to assess emerging ideas and proposals (VCCCTM042) <i>Students independently segment problems into discrete stages, synthesise new knowledge at intermediate stages during problem-solving and develop and apply criteria to assess ideas, proposals and emerging thinking.</i>
	9/10 Investigate the kind of criteria that can be used to rationally evaluate the quality of ideas and proposals, including the qualities of viability and workability (VCCCTM053) <i>Students identify, articulate, analyse and reflect on their own and others thinking processes.</i>
Learning Area/ Capability	Personal and Social Capabilities
Strand	Self-Awareness and Management
Sub Strand	Recognition and expression of emotions
Content descriptor and Relevant achievement standard	5/6 Explore the links between their emotions and their behaviour (VCPCSE025) <i>Students describe different ways to express emotions and the relationship between emotions and behaviour</i>
	7/8 Describe how and why emotional responses may change in different contexts (VCPCSE034) <i>Students reflect on the influence of emotions on behaviour, learning and relationships</i>
	9/10 Evaluate emotional responses and the management of emotions in a range of contexts (VCPCSE043) <i>Students reflect critically on their emotional responses to challenging situations in a wide range of contexts</i>

Learning Area/ Capability	HPE
Strand	Movement and Physical Activity
Sub Strand	Learning through movement
Content descriptor and <i>Relevant achievement standard</i>	5/6 Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges (VCHPEM121) <i>They perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges.</i>
	7/8 Evaluate and justify reasons for decisions and choices of action when solving movement challenges (VCHPEM140) <i>They apply and refine movement concepts and strategies to suit different movement situations</i>
	9/10 Transfer understanding from previous movement experiences to create solutions to movement challenges (VCHPEM159) <i>They apply criteria to make judgments about and refine their own and others' specialised movement skills and movement performances.</i>

Rubicon Learning Topic	Character Strengths
At Rubicon this looks like	Students understanding PERMA, their own character strengths and spotting strengths in others. Learning how to be your best possible self. Completing a character strength survey with peers
Learning Area/ Capability	Personal and Social Capabilities
Strand	Self-Awareness and Management
Sub Strand	
Content descriptor and <i>Relevant achievement standard</i>	5/6 Reflect on how personal strengths have assisted in achieving success at home, at school or in the community (VCPSCSE026) <i>They describe the influence that personal qualities and strengths have on achieving success</i>
	7/8 Assess personal strengths using feedback from peers, teachers and others and prioritise areas for improvement (VCPSCSE035) <i>They use feedback to identify their achievements and prioritise areas for improvement</i>
	9/10 Develop criteria to appraise personal qualities and use these to design strategies to plan for the future or address a challenge (VCPSCSE044) <i>They evaluate personal characteristics, strategies and sources of support used to cope with stressful situations/life challenges.</i>

Rubicon Learning Topic	Resilience:
At Rubicon this looks like	Learning about and practicing coping and bounce back strategies
Learning Area/ Capability	Personal and Social Capabilities
Strand	Self-Awareness and Management
Sub Strand	Development of resilience
Content descriptor and <i>Relevant achievement standard</i>	5/6 Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations (VCPCSE027) <i>They identify and describe personal attributes important in developing resilience</i>
	7/8 Discuss the range of strategies that could be used to cope with difficult tasks or changing situations (VCPCSE036) <i>They reflect on strategies to cope with difficult situations and are able justify their choice of strategy demonstrating knowledge of resilience and adaptability.</i>
	9/10 Analyse the significance of independence and individual responsibility in the completion of challenging tasks (VCPCSE045) <i>They demonstrate persistence, motivation, initiative and decision-making through completion of challenging tasks.</i>

Rubicon Learning Topic	Decision Making:
At Rubicon this looks like	Understanding and developing the decision making process and its application.
Learning Area/ Capability	Ethical Capability
Strand	Decision Making and Actions
Sub Strand	Learning through movement
Content descriptor and Relevant achievement standard	<p>L5/6 Content Descriptor: Discuss the role and significance of conscience and reasoning in ethical decision-making (VCECD013)</p> <p>L5/6 Achievement Standard: <i>They identify the basis of a range of ethical principles and explain the role and significance of conscience and reasoning in ethical decision-making.</i></p>
	<p>L7/8 Content Descriptor: Discuss the role of context and experience in ethical decision-making and actions (VCECD018)</p> <p>L7/8 Achievement Standard: <i>They analyse the role of context and experience in ethical decision-making and action.</i></p>
	<p>L9/10 Content Descriptor: Investigate how different factors involved in ethical decision-making can be managed by people and groups (VCECD023)</p> <p>L9/10 Achievement Standard: <i>They explain how different factors involved in ethical decision-making can be managed</i></p>