

# **Victorian Curriculum 2016**

## **Rubicon Curriculum Learning Topic Menu with links to Victorian Curriculum 2016**

These core teaching topics are introduced each program. They may be covered in specific detail and assessed but are purposefully touched on each program

[Community Living](#)

[Environmental Connections](#)

Inherently, many of these selected teaching topics below will be touched upon over the course of a program. Choose one or two topics to cover and assess specifically:

[Collaboration - Teamwork](#)

[Decision Making- Leadership](#)

[Resilience- Challenge](#)

[Character Strengths](#)

[Indigenous Connections](#)

[Outdoor Movement & Skills](#)

[Risk Analysis](#)

[Problem Solving](#)

[Goal Setting](#)

### **The Capabilities**

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: approximately 85 across the Rubicon teaching and capability topics. These are not exhaustive and may be added to suit a particular school's specific learning requirement.

<b>Rubicon Learning Topic</b>	<b>Community Living</b>
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
<b>Learning Area</b>	<b>HPE</b>
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 <a href="#">(VCHPEP108)</a> <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 <a href="#">(VCHPEP126)</a> <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 <a href="#">(VCHPEP144)</a> <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 <a href="#">(VCHPEP109)</a> <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 <a href="#">(VCHPEP127)</a> <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 <a href="#">(VCHPEP146)</a> <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 <a href="#">(VCHPEP113)</a> <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 <a href="#">(VCHPEP131)</a> <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)

*They analyse the impact of attitudes and beliefs about diversity on community connection and wellbeing*

*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*

<b>Rubicon Learning Topic</b>	<b>Community Living</b>
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/ <b>Capability</b>	<b>Personal and Social Capabilities</b>
Strand	Self-Awareness and Management
Sub Strand	Recognition and expression of emotions
Content descriptor and <i>Relevant achievement standard</i>	5/6 Explore the links between their emotions and their behaviour <a href="#">(VCPSCSE025)</a> <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 <a href="#">(VCPSCSE034)</a> <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 <a href="#">(VCPSCSE043)</a> <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 <i>Relevant achievement standard</i>	5/6 Describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved <a href="#">(VCPSCSO031)</a> <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 <a href="#">(VCPSCSO040)</a> <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 <a href="#">(VCPSCSO049)</a> <i>They analyse factors that influence different types of relationships</i>

## Guiding questions: Community Living

Which TRIBES agreement best identifies how Respect and Positive communities operate (choose from a list)

My understanding of how Respect and Positive communities operate at the start of my week at Rubicon was (scale )

My understanding and experience of how Respect and Positive communities operate at the end of my week at Rubicon was (scale )

Which TRIBES agreement best identifies Respect and Positive communities (choose from a list )

How did your team display respect at the beginning of the week (scale ) ( short answer

How did your team display respect by the end of the week?(scale ) ( short answer

The most effective ingredients of building a Positive community are (choose from a list) or short answer

Which adventure learning activity required the highest level of being positive this week?

## Assessment

- Assess to the specific Content descriptor and relevant achievement standards utilising relevant elaborations and identifying the appropriate Achievement standard level.
- Elaborations are designed to expand the notion of the descriptor and can be designed by the teacher to suit the Rubicon context.
- Create or devise a rubric to identify student self-assessed learning. The same rubric can be used by teachers to assess student learning.
- Transition post visit assessment to be designed
- Observation student learning and engagement tool: *Required*
- Google doc VT report: *Required*
- Other evidence:

<b>Rubicon Learning Topic</b>	<b>Environmental Connections Sustainability:</b>
At Rubicon this looks like	Recycling, Water monitoring, Composting, Power saving, Understanding where our food comes from , Food mile concepts, zero power hour,
<b>Learning Area/ Capability</b>	<b>HPE</b>
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 ( <a href="#">VCHPEP113</a> ) <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 ( <a href="#">VCHPEP131</a> ) <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 ( <a href="#">VCHPEP149</a> ) <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 ( <a href="#">VCHPEP150</a> ) <i>They analyse the impact of attitudes and beliefs about diversity on community connection and wellbeing</i>
<b>Learning Area/ Capability</b>	Humanities Geography
Strand	Geographical Knowledge
Sub Strand	Diversity and significance of places and environments
Content descriptor and Relevant achievement standard	3/4 <b>ADAPT</b> 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 ( <a href="#">VCGGK082</a> ) <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 ( <a href="#">VCGGK145</a> ) <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>

Learning Area/ <b>Capability</b>	<b>Design and Technologies</b>
Sub Strand	Technologies and Society
Content descriptor and <i>Relevant achievement standard</i>	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 ( <a href="#">VCDSTS033</a> ) <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 ( <a href="#">VCDSTS043</a> ) <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 ( <a href="#">VCDSTS054</a> ) <i>They establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas</i>

Resource:

<http://www.coolaustralia.org/>

Guiding questions: Environmental Connections : Sustainability

To be developed

Assessment

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- Observation student learning and engagement tool: *Required*
- Google doc VT report: *Required*
- Other evidence:



<b>Rubicon Learning Topic</b>	<b>Indigenous connections:</b>
At Rubicon this looks like	Acknowledging the local Indigenous tribe and introducing relevant indigenous language
Learning Area/ <b>Capability</b>	<b>Intercultural Capability</b>
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 <a href="#">(VCICCD011)</a> <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 <a href="#">(VCICCD015)</a> <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 <a href="#">(VCICCD019)</a> <i>Students analyse the components of a cohesive society, and the challenges, benefits and consequences of maintaining or failing to maintain that cohesion.</i>
<b>Learning Area/ Capability</b>	<b>History</b>
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 <a href="#">(VCHHK072)</a> <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>
<b>Learning Area/ Capability</b>	<b>Humanities Geography</b>
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 <a href="#">(VCGGK066)</a> <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. <a href="#">(VCGGK094)</a> <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 <a href="#">(VCGGK120)</a>  <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 <a href="#">(VCGGK148)</a>  <i>Students predict changes in the characteristics of places over time and identify implications of change for the future</i></p>

Guiding questions: Indigenous connections  
 To be developed

#### Assessment

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- Other evidence:

<b>Rubicon Learning Topic</b>	<b>Outdoor Movement and skills</b>
At Rubicon this looks like	Being active in the Outdoors. Learning and using specific mobility skills
<b>Learning Area/ Capability</b>	<b>HPE</b>
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 ( <a href="#">VCHPEP113</a> ) <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 ( <a href="#">VCHPEP131</a> ) <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 ( <a href="#">VCHPEP150</a> ) <i>They examine the role physical activity has played historically in defining cultures and cultural identities</i>

Strand	Movement and Physical Activity Strand
Sub Strand	Moving the body
Content descriptor and Relevant achievement standard	5 & 6 Practice specialised movement skills and apply them in different movement situations in indoor, outdoor and aquatic settings ( <a href="#">VCHPEM115</a> ) <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>
	7 & 8 Use feedback to improve body control and coordination when performing specialised movement skills ( <a href="#">VCHPEM133</a> ) <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>
	9 & 10 Perform and refine specialised movement skills in challenging movement situations ( <a href="#">VCHPEM152</a> ) <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>

Guiding questions: Outdoor Movement and skills.

Complete this statement ; This week at Rubicon, I learnt how to.....

Make a list of the skills you have learnt.

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- Observation student learning and engagement tool: *Required*
- Google doc VT report: *Required*
- Other evidence:

<b>Rubicon Learning Topic</b>	<b>Collaboration</b>
At Rubicon this looks like	Learning about Teamwork, working together and developing positive social skills
<b>Learning Area/ Capability</b>	<b>Personal and Social Capability</b>
Strand	Social Awareness and Management
Sub Strand	Collaboration
Content descriptor and Relevant achievement standard	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 ( <a href="#">VCPSCSO032</a> ) <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 ( <a href="#">VCPSCSO041</a> ) <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 ( <a href="#">VCPSCSO050</a> ) <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>
<b>Learning Area/ Capability</b>	<b>HPE</b>
Strand	Movement and Physical Activity
Sub Strand	Learning through movement
Content descriptor and Relevant achievement standard	5/6 Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities ( <a href="#">VCHPEM120</a> ) <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 ( <a href="#">VCHPEM139</a> ) <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 ( <a href="#">VCHPEM158</a> ) <i>They explain the importance of cooperation, leadership and fair play across a range of health and movement contexts</i>

### Guiding questions: Collaboration

- My understanding of how effective teams operate at the start of my week at Rubicon was (scale)
- My understanding and experience of how effective teams operate at the end of my week at Rubicon was (scale )
- My understanding of the decision making process at the start of my week at Rubicon was (scale )
- My understanding of the decision making process at the end of my week at Rubicon was (scale )
- How did your team display teamwork at the beginning of the week (scale )
- How did your team display teamwork by the end of the week?(scale )
- The most important ingredients of being a successful team are (choose from a list) or short answer
- My contribution to the team this week was ( short answer )
- What did I learn about myself this week? ( short answer )
- What did I learn about others this week? ( short answer )
- What did you find most difficult this week and how did you deal with that?
- Which adventure learning activity did you enjoy most and why? (short answer )
- Would you recommend "The Rubicon experience to other students?" (Yes / no)
- What aspect of the teamwork program at Rubicon can you use in your daily life at school? ( short answer )

### Assessment

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- Create or devise a rubric to identify student self-assessed learning. The same rubric can be used by teachers to assess student learning.
- Transition post visit assessment to be designed
- Observation student learning and engagement tool: *Required*
- Google doc VT report: *Required*
- Other evidence:

<b>Rubicon Learning Topic</b>	<b>Risk Analysis</b>
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 DAT particularly C & S Consequence and Sequel
<b>Learning Area/ Capability</b>	<b>HPE</b>
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 <a href="#">(VCHPEP108)</a> <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 <a href="#">(VCHPEP126)</a> <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 <a href="#">(VCHPEP144)</a> <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 <a href="#">(VCHPEP145)</a> <i>as above</i>
<b>Learning Area/ Capability</b>	<b>Personal and Social Capabilities</b>
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 <a href="#">(VCPCSE025)</a> <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 <a href="#">(VCPCSE034)</a> <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 <a href="#">(VCPCSE043)</a> <i>Students reflect critically on their emotional responses to challenging situations in a wide range of contexts</i>

Guiding questions: Risk Analysis

- Which TRIBES agreement or Thinking strategy best identifies how to make choices and identify risk? (choose from a list)
- Describe the consequence and sequel pathway when making decisions
- What factors do you take into account when identifying a risky situation?

- Which thinking tools best apply when making a decision which involves some level of risk?
- What is CAF?
- What is C& S?
- How can you apply these tools when considering personal or group risk analysis?

#### Assessment

- Assess to the specific Content descriptor and relevant achievement standards utilising relevant elaborations and identifying the appropriate Achievement standard level.
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- Observation student learning and engagement tool: *Required*
- Google doc VT report: *Required*
- Other evidence:



<b>Rubicon Learning Topic</b>	<b>Problem Solving</b>
At Rubicon this looks like	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
Learning Area/ <b>Capability</b>	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 <a href="#">[VCPCSE025]</a> <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 <a href="#">[VCPCSE034]</a> <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 <a href="#">[VCPCSE043]</a> <i>Students reflect critically on their emotional responses to challenging situations in a wide range of contexts</i>
Learning Area/ <b>Capability</b>	<b>Critical Creative Thinking</b>
Sub Strand	Meta-Cognition (DATT)
Content descriptor and Relevant achievement standard	5/6 Investigate thinking processes using visual models and language strategies <a href="#">[VCCCTM029]</a> <i>Students represent thinking processes using visual models and language.</i>
	7/8 Consider a range of strategies to represent ideas and explain and justify thinking processes to others <a href="#">[VCCCTM040]</a> <i>Students use a range of strategies to represent ideas and explain and justify thinking processes to others.</i>
	9/10 Critically examine their own and others thinking processes and discuss factors that influence thinking, including cognitive biases <a href="#">[VCCCTM051]</a> <i>Students identify, articulate, analyse and reflect on their own and others thinking processes.</i>

Learning Area/ Capability	HPE
Strand	Movement and Physical Activity
Sub Strand	Learning through movement
Content descriptor and Relevant achievement standard	5/6 Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges <a href="#">(VCHPEM121)</a> <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 <a href="#">(VCHPEM140)</a> <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 <a href="#">(VCHPEM159)</a> <i>They apply criteria to make judgments about and refine their own and others' specialised movement skills and movement performances.</i>

#### Guiding questions: Problem Solving

- Which thinking strategies are best linked to decision making and problem solving situations?
- My understanding of DATT has improved this week
- I can apply DATT in the appropriate situations
- My understanding of how Decision Making processes operate at the start of my week at Rubicon was (scale )
- My understanding and experience of how Decision Making processes at the end of my week at Rubicon was (scale )
- Which TRIBES agreement best identifies Problem Solving and Sustainable practices (choose from a list)
- How well did your team display Sustainable understanding at the beginning of the week (scale )
- How well did your team display Sustainable understanding by the end of the week?(scale )
- Which adventure learning activity required the highest level Decision Making this week? (short answer)
- Which adventure learning activity required the highest level Problem Solving this week? (short answer)

#### Assessment

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- Create or devise a rubric to identify student self-assessed learning. The same rubric can be used by teachers to assess student learning.
- Transition post visit assessment to be designed
- Observation student learning and engagement tool: *Required*
- Google doc VT report: *Required*

- Other evidence:

<b>Rubicon Learning Topic</b>	<b>Character Strengths</b>
At Rubicon this looks like	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
Learning Area/ <b>Capability</b>	<b>Personal and Social Capabilities</b>
Strand	Self-Awareness and Management
Sub Strand	Resilience
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 <a href="#">(VCPSCSE026)</a> <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 <a href="#">(VCPSCSE035)</a> <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 <a href="#">(VCPSCSE044)</a> <i>They evaluate personal characteristics, strategies and sources of support used to cope with stressful situations/life challenges.</i>

#### Guiding questions: Character Strengths

- Which TRIBES agreement best identifies how to utilise character strengths (choose from a list)
- My key character strengths are? (Choose from a list)
- The key Character strengths of my group were? (Choose from a list)
- My understanding of how we can use Character Strengths at the start of my week at Rubicon was (scale )
- My understanding of how we can use Character Strengths at the at the end of my week at Rubicon was (scale )
- Which TRIBES agreement best identifies Character Strengths (choose from a list)
- The most effective methods of building and developing Character Strengths in your group was (choose from a list) or short answer
- What can you do in your home life to utilise personal Character Strengths? (short answer)

- Which adventure learning activity required the highest level of awareness using Character Strengths this week? (short answer)
- Which Character Strengths did you utilise most in dealing with others in your group?

Assessment for this school Strengths assessment

One page document with photo of student engaged in relevant activity.

3 strengths as identified by student ( self-assessment ) "My top 3 strengths this week "

3 strengths as identifies by student " I can improve on these strengths"

3 strengths as identified by peers with heading. "My friends say"( peer observation )

Comment from VT / ROC staff

Observation student learning and engagement tool: *Required*

Google doc VT report: Required

Other evidence:

<b>Rubicon Learning Topic</b>	<b>Resilience: Challenge</b>
At Rubicon this looks like	Learning about and practicing coping and bounce back strategies
Learning Area/ <b>Capability</b>	<b>Personal and Social Capabilities</b>
Strand	Self-Awareness and Management
Sub Strand	Development of resilience
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 <a href="#">(VCPSCSE026)</a> <i>They describe the influence that personal qualities and strengths have on achieving success</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 (VCPSCSE027) <i>They identify and describe personal attributes important in developing resilience</i>
	7/8 Assess personal strengths using feedback from peers, teachers and others and prioritise areas for improvement <a href="#">(VCPSCSE035)</a> <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 <a href="#">(VCPSCSE044)</a>
	5/6 Identify the skills for working independently and describe their performance when undertaking independent tasks <a href="#">(VCPSCSE028)</a>
	7/8 Reflect on their effectiveness in working independently by identifying enablers and barriers to achieving goals <a href="#">(VCPSCSE036)</a> 7/8 Discuss the range of strategies that could be used to cope with difficult tasks or changing situations <a href="#">(VCPSCSE037)</a>
	9/10 Evaluate behaviours and protective factors that contribute to the development of confidence, adaptability and self-reflection <a href="#">(VCPSCSE046)</a>
	9/10 Analyse the significance of independence and individual responsibility in the completion of challenging tasks <a href="#">(VCPSCSE045)</a>

## Guiding questions: Resilience

- Which TRIBES agreement or Thinking strategy, best identifies how to identify and understand how to be resilient? (choose from a list)  
Which TRIBES agreement best identifies how to identify and understand how to be persistent? (choose from a list)  
What is your definition of persistence?
- Describe a situation in which you observed a member of your group displaying persistence
- Describe a situation in which you used the character strength of persistence this week
- What is your definition of resilience?
- Describe a situation in which you observed a member of your group displaying resilience
- Describe a situation in which you used the character strength of resilience this week
- How do you build resilience?
- Why is resilience important?
- Is failure a bad thing?
- What helps you “ bounce back”?
- What makes you want to persevere?
- Why is it important to persevere?
- Perseverance can be stressful, what are strategies for managing stress?
- Grit (perseverance and resilience) is a marathon not a sprint, how do you keep going?
- How do you reward yourself for perseverance?
- Do you have a fixed or growth mindset?

## Assessment

- Assess to the specific Content descriptor and relevant achievement standards utilising relevant elaborations and identifying the appropriate Achievement standard level.
- Elaborations are designed to expand the notion of the descriptor and can be designed by the teacher to suit the Rubicon context.
- Create or devise a rubric to identify student self-assessed learning. The same rubric can be used by teachers to assess student learning.
- Transition post visit assessment to be designed
- Observation student learning and engagement tool: *Required*
- Google doc VT report: *Required*
- Other evidence:

<b>Rubicon Learning Topic</b>	<b>Goal Setting</b>
At Rubicon this looks like	Understanding how to use SMART goals. Learn to set goals using past experience
<b>Learning Area/ Capability</b>	<b>HPE</b>
Strand	Movement and Physical Activity
Sub Strand	Moving the body
Content descriptor and Relevant achievement standard	5/6 Practise specialised movement skills and apply them in different movement situations in indoor, outdoor and aquatic settings <a href="#">(VCHPEM115)</a> <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 Use feedback to improve body control and coordination when performing specialised movement skills <a href="#">(VCHPEM133)</a> <i>They investigate and apply movement concepts and strategies to achieve movement and fitness outcomes</i>
	9/10 Perform and refine specialised movement skills in challenging movement situations <a href="#">(VCHPEM152)</a> <i>They apply criteria to make judgments about and refine their own and others' specialised movement skills and movement performances.</i>
<b>Learning Area/ Capability</b>	<b>Personal Social capabilities</b>
Strand	Self-Awareness and Management
Sub Strand	Development of resilience
Content descriptor and Relevant achievement standard	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 <a href="#">(VCPSCSE027)</a> <i>They describe the influence that personal qualities and strengths have on achieving success.</i>
	7/8 Reflect on their effectiveness in working independently by identifying enablers and barriers to achieving goals <a href="#">(VCPSCSE036)</a> <i>They initiate and undertake some tasks independently, within negotiated time frames and use criteria to review their work.</i>
	9/10 Analyse the significance of independence and individual responsibility in the completion of challenging tasks <a href="#">(VCPSCSE045)</a> <i>They demonstrate persistence, motivation, initiative and decision-making through completion of challenging tasks.</i>

Guiding questions: Goal Setting

Which TRIBES agreement or Thinking strategy, best identifies how to set goals and extend yourself? (choose from a list)

What is a method for goal setting?

Expand the following method of goal setting

S... M...A...R... T Goals SPECIFIC, MEASUREABLE, ACHIEVEABLE, RELEVANT, TIME BOUND

How did you apply Goal setting strategies at Rubicon during your program?

How can you apply Goal setting strategies in your life at school or at home?

Assessment

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- Observation student learning and engagement tool: *Required*
- Google doc VT report: *Required*
- Other evidence:



<b>Rubicon Learning Topic</b>	<b>Decision Making: Leadership</b>
At Rubicon this looks like	Understanding the decision making process and its application to leadership and team situations
<b>Learning Area/ Capability</b>	<b>HPE</b>
Strand	Movement and Physical Activity
Sub Strand	Learning through movement
Content descriptor and Relevant achievement standard	5/6 Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities <a href="#">(VCHPEM120)</a> <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 <a href="#">(VCHPEM139)</a> <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 <a href="#">(VCHPEM158)</a> <i>They explain the importance of cooperation, leadership and fair play across a range of health and movement contexts</i>
Strand	Personal, Social and Community Health
Sub Strand	Communicating and interacting for health and wellbeing
Content descriptor and Relevant achievement standard	5/6 Practise skills to establish and manage relationships <a href="#">(VCHPEP109)</a> <i>Students demonstrate skills to work collaboratively and play fairly</i>
	7/8 Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing <a href="#">(VCHPEP127)</a> <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 <a href="#">(VCHPEP146)</a> <i>Students critically analyse contextual factors that influence their identities, relationships, decisions and behaviours. They explain the importance of cooperation, leadership and fair play across a range of health and movement contexts.</i>

Learning Area/ <b>Capability</b>	<b>Personal and Social Capabilities</b>
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 ( <a href="#">VCPSCSO032</a> ) <i>They identify characteristics of respectful relationships. 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 ( <a href="#">VCPSCSO041</a> ) <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 ( <a href="#">VCPSCSO050</a> ) <i>They develop and apply criteria to evaluate the outcomes of group tasks and make recommendations for improvements.</i>
	<a href="#">5/6</a> Describe the various causes of conflict and evaluate possible strategies to address conflict ( <a href="#">VCPSCSO033</a> ) <i>They identify causes and effects of conflict and explain different strategies to diffuse or resolve conflict situations</i>
	7/8 Identify ways to be proactive in initiating strategies to prevent and/or accomplish positive resolutions to conflict ( <a href="#">VCPSCSO042</a> ) <i>They assess the appropriateness of various strategies to avoid or resolve conflict in a range of situations</i>
	9/10 Develop specific skills and a variety of strategies to prevent or resolve conflict, and explore the nature of conflict resolution in a range of contexts ( <a href="#">VCPSCSO051</a> ) <i>They generate, apply and evaluate strategies to prevent and resolve conflicts in a range of contexts.</i>
	Learning Area/ Capability
Strand	Decision Making and Actions
Sub Strand	
Content descriptor and relevant achievement standard	5/6 Discuss the role and significance of conscience and reasoning in ethical decision-making ( <a href="#">VCECD013</a> ) 7/8 Discuss the role of context and experience in ethical decision-making and actions ( <a href="#">VCECD018</a> ) 9/10 Investigate how different factors involved in ethical decision-making can be managed by people and groups ( <a href="#">VCECD023</a> )

### Guiding questions: Decision Making: Leadership

- My understanding of how effective leadership operates at the start of my week at Rubicon was (scale)
- My understanding and experience of how effective Leadership operates at the end of my week at Rubicon was (scale )
- My understanding of the decision making process at the start of my week at Rubicon was (scale )
- My understanding of the decision making process at the end of my week at Rubicon was (scale )
- How did your team display Leadership at the beginning of the week (scale )
- How did your team display Leadership by the end of the week?(scale )
- The most important ingredients of being an effective leader within a team are (choose from a list) or short answer
- My contribution to the team this week was ( short answer )
- What did I learn about myself in regard to leadership this week? ( short answer )
- What did I learn about others in regard to leadership this week? ( short answer )
- What did you find most difficult this week and how did you deal with that?
- Which adventure learning activity did you enjoy most and why? (short answer )
- Would you recommend "The Rubicon experience to other students?" (Yes / no)
- What aspect of the Leadership program at Rubicon can you use in your daily life at school? ( short answer )

### Assessment

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