

Teamwork Curriculum Building/Menu

Select the relevant topics for your school reflecting School / Student / Rubicon learning outcomes

Delete the topics not required

Program Focus Topics

- **Communication and Collaboration**
- **Respect and Positive Communities**
- **Decision Making, Problem Solving and Sustainability**
- **Character Strengths and Skills**
- **Reflection and Evaluation**

Teamwork Topics

Empathy and Patience

Group Processes and Roles

Community and Conflict resolution

Common Vision and Goals

Participation and Effort

- **Communication and Collaboration**

Rubicon's unique curriculum.

At Rubicon students will :

- Learn and implement Critical and Creative thinking strategies
- Apply DATT Direct Action Thinking Tools
- Apply the relevant TRIBES agreements
- Learn to **listen attentively (tribes)**, speak with others in a group, present to a larger group, share and try ideas.
- Work in small groups and bigger teams, consider the opinions of others and show respect for the ideas of others.
- Have the opportunity to communicate with others in a wide range of contexts experimenting with different styles and approaches to communication.
- Be required to collaborate with others to safely and effectively manage themselves and a team through a range of challenges and situations.

Relevant Content Descriptors:

- 6.4 Practice skills to establish and manage relationships
- 6.12 Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities.
- 8.4 Investigate the benefits of relationships and examine their impact on their own and others health and wellbeing.
- 10.12 Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams.

Relevant Personal and Social Capabilities:

- 6. Explain how relationships differ between peers, parents, teachers and other adults, and identify the skills needed to manage different types of relationships
- 6. Explain how means of communication differ within and between communities and identify the role these play in helping or hindering understanding of others
- 6. Identify and explain factors that influence effective communication in a variety of situations
- 6. Contribute to groups and teams, suggesting improvements in methods used for group investigations
- 6. Initiate or help to organise group activities that address a common needs.
- 8. Analyse enablers of and barriers to effective verbal, nonverbal and digital communication
- 10. Formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks
- 10. At Rubicon students 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
- 10. At Rubicon students generate, apply and evaluate strategies such as active listening, mediation and negotiation to prevent and resolve interpersonal problems and conflicts.

Guiding Questions:

Which TRIBES agreement or Thinking strategy, best identifies communication and collaboration strategies (choose from a list)

My understanding of how effective communication and collaboration strategies operate at the start of my week at Rubicon was (scale)

My understanding and experience of how effective communication and collaboration strategies operate at the end of my week at Rubicon was (scale)

How did your team display communication and collaboration strategies at the beginning of the week? (scale) short answer?

How did your team display communication and collaboration strategies by the end of the week? (scale) (short answer)

The most effective ingredients of communication and collaboration are (choose from a list) or short answer

Which adventure learning activity required the highest level of communication and collaboration this week?

General Teamwork questions

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)

Respect and Positive Communities

Rubicon's Unique Curriculum:

At Rubicon students will

- Learn and implement Critical and Creative thinking strategies
- Apply DATT Direct Action Thinking Tools
- Apply the relevant TRIBES agreements
- Learn positive imaging and Positive self talk
- Health and wellbeing, taking things away from Rubicon.
- Learn the notion of **mutual respect (tribes)** be part of community in which respect is given and received by all individuals.
- Experience the importance of respecting themselves, others and the environments and equipments with which they interact.
- Understand the importance of developing a positive attitude and interacting with others in a positive manner in which appreciations are practised and put downs are avoided.

Relevant Content Descriptors:

- 6.4 Practice skills to establish and manage relationships
- 6.7a Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment.
- 6.12 Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities.
- 8.2 Evaluate strategies to manage personal, physical and social changes that occur as they grow older.
- 8.5a Analyse factors that influence emotions and develop strategies to demonstrate empathy and sensitivity.
- 8.7a Plan and implement strategies for connecting to natural and built environments to promote health and wellbeing of their communities.
- 8.12 Practice and apply personal and social skills when undertaking a range of roles in physical activities.
- 10.2 Examine the impact of changes and transitions on relationships.
- 10.4 Investigate how empathy and ethical decision making contribute to respectful relationships.
- 10.7a Plan and evaluate new and creative interventions that promote their own and others connection to community, natural and built environments.
- 10.7b Critique behaviors and contextual factors that influence the health and well being of their community.

Relevant Personal and Social Capabilities:

- 6. Identify a community need or problem and consider ways to take action to address it
- 6. Identify the differences between positive and negative relationships and ways of managing these
- 6. Acknowledge the values, opinions and attitudes of different groups within society and compare to their own points of view
- 8. Analyse personal and social roles and responsibilities in planning and implementing ways of contributing to their communities
- 8. Identify indicators of possible problems in relationships in a range of social and work related situations
- 10. Explain how relationships differ between peers, parents, teachers and other adults, and identify the skills needed to manage different types of relationships.
- 10. At Rubicon students consider control and justify their emotional responses, in

expressing their opinions, beliefs, values, questions and choices

Guiding Questions:

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 being positive this week?

General Teamwork questions

Decision making, Problem solving and Sustainability

Rubicon's Unique Curriculum

At Rubicon students will

- Learn and implement Critical and Creative thinking strategies
- Apply DATT Direct Action Thinking Tools
- Apply the relevant TRIBES agreements
- Utilise the decision making grid and apply it in teaching learning sessions
- Be provided with opportunity to make decisions and solve authentic problems.
- learn how to approach problems as an individual, students will also need to solve problems collaboratively in group situations.
- Specifically link decision making strategies to real world sustainability issues as encountered during their time at Rubicon
- Introduce SMART goals as a method of problem solving
- Link between decision making, problem solving and sustainability

Relevant Content Descriptors:

- 6.13 Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges.
- 8.3b Investigate and select strategies to promote health, safety and wellbeing.
- 8.13 Evaluate and justify reasons for decisions and choices of action when solving movement challenges.
- 10.3a 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.
- 10.3b Propose, practice and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices.
- 10.4 Investigate how empathy and ethical decision making contribute to respectful relationships.
- 10.7 Plan and evaluate new and creative interventions that promote their own and others connection to community, natural and built environments.

Relevant Personal and Social Capabilities:

- 6. Develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making.
- 6. Identify factors that influence decision making and consider the usefulness of these in making their own decisions.
- 8. Assess individual and group decision-making processes in challenging situations.
- 8. Plan school and community projects, applying effective problem-solving and team-building strategies, and making the most of available resources to achieve goals
- 10. Develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making
- **At Rubicon students evaluate, rethink and refine approaches to tasks to take account of unexpected or difficult situations and safety considerations where has this come from??**

Guiding Questions:

Which thinking strategies are best linked to decision making and problem solving 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)

My understanding of how SMART goal setting processes operate at the start of my week at Rubicon was (scale)

My understanding and experience of how SMART goal setting 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)

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

What can you do in your home life to utilise sustainable practices? (short answer)

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)

General Teamwork questions

Character Strengths and Skills

Rubicon's Unique Curriculum

At Rubicon students will

- Identify personal character strengths by undertaking the brief character strength survey.
- Use the character strength wheel and definition chart in teaching and reflection sessions
- Identify character strengths that they would like to concentrate, practice and improve upon.
- Strength Spotting. Identify and appreciate the character strengths of the team members around them.
- Learn and implement Critical and Creative thinking strategies
- Apply DATT Direct Action Thinking Tools
- Apply the relevant TRIBES agreements
- Be exposed to a strengths based/positive approach to personal development, harness the strengths to grow.
- Skills to be Identified, developed and progressed in practical activity sessions

Relevant Content Descriptors:

- 2.1 Describe their own strengths and achievements and those of others and identify how these contribute to personal identities.
- 4.1 Examine how success challenge and failure strengthen personal identities.
- 6.10 Participate in physical activities designed to enhance fitness and discuss the impact regular participation can have on health and wellbeing.
- 8.5a Analyse factors that influence emotions and develop strategies to demonstrate empathy and sensitivity.
- 8.8b Compose and perform movement sequences for specific purposes in a variety of contexts.
- 8.9 Practise, apply and transfer movement concepts and strategies.
- 8.11b Participate in and investigate the cultural and historical significance of a range of physical activities.
- 10.8a Perform and refine specialized movement skills in challenging movement situations.
- 10.11b Examine the role physical activity, outdoor recreation and sport plays in the lives of Australians and investigate how this has changed over time.
- 10.13 Transfer understanding from previous movement experiences to create solutions to movement challenges.

Relevant Personal and Social Capabilities:

- 6. Describe the influence that personal qualities and strengths have on their learning outcomes.
- 6. Assess the value of working independently, and taking initiative to do so where appropriate.

Guiding Questions:

Which TRIBES agreement best identifies how to utilise character strengths (choose from a list)

My key character strengths are? (Choose from a list)

From your quiz. What were your key character strengths?

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? (short answer)

General Teamwork questions

Reflection and Evaluation

Rubicon's Unique Curriculum:

At Rubicon students will

- Learn and implement Critical and Creative thinking strategies
- Apply DATT Direct Action Thinking Tools
- Apply the relevant TRIBES agreements
- Learn a variety of methods of reflection and evaluation of their own and others performance
- Be introduced to mindfulness techniques
- Undertake group and individual reflection and evaluation
- Undertake solo time
- Complete from a selection of evaluation strategies including writing reflective pieces to completing individual and group survey assessments
- Undertake online reflection and evaluation surveys via Goggle Docs
- Complete a post program reflection

At Rubicon visiting teachers will have the opportunity to reflect and evaluate their students learning.

Relevant Content Descriptors:

10.5a Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses.

Relevant Personal and Social Capabilities:

- 8. Predict the outcomes of personal and academic challenges by drawing on previous problem- solving and decision- making strategies and feedback from peers and teachers
- 10. Evaluate the effectiveness of commonly used learning strategies and work practices and refine these as required.
- 10. articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views
- 10. Reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts (GC, self awareness)
- 10. Plan, implement and evaluate ways of contributing to civil society at local, national regional and global levels
- 10. Reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill sets that contribute to or limit their personal and social capability.
- 10. Evaluate, rethink and refine approaches to tasks to take account of unexpected or difficult situations and safety considerations.

Teamwork General Questions

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)

Teamwork Topics

Empathy and Patience

Group Processes and Roles

Community and Conflict resolution

Common Vision and Goals

Participation and Effort

Empathy and Patience

Rubicon's Unique Curriculum:

At Rubicon students will

- Learn and implement Critical and Creative thinking strategies
- Apply DATT Direct Action Thinking Tools
- Apply the relevant TRIBES agreements. *Mutual respect*
- Learn and understand how to see and feel things as other people see and feel things
- Discuss the range of responses individuals have to empathy. (use the **Empathy rubric** for student self-assessment) see below

Mature view

- Uniquely able to see and feel what others see and feel
- Thinks of multiple peoples' perspectives
- Consistently considers others' wants/needs

Advanced sense

- Able to see and feel what others see and feel
- Thinks of a few perspectives but not those far outside his/her own experience
- Considers others' wants/needs at times

Aware of others

- Knows and feels that others see and feel differently and is somewhat able to empathize with others
- Perspectives are limited
- Does not often consider others' wants/needs

Self Centred

- Has little or no empathy with little to no consideration of others' wants/needs
- Sees things through own ideas and feelings;
- Ignores or is threatened or puzzled by different feelings, attitudes, views

- Discuss strategies for developing patience and empathy.
- Identify real world examples of empathy

Relevant Content Descriptors:

F.1 Identify personal strengths

4.4 Describe how respect, empathy and valuing difference can positively influence relationships

10.1 Evaluate factors that shape identities and analyse how individuals impact on the identities of others

10.4 Investigate how empathy and ethical decision making contribute to respectful relationships

Relevant Personal and Social Capabilities:

Social awareness

- At Rubicon students recognise others' feelings and knowing how and when to assist others. Students learn to show respect for and understand others' perspectives, emotional states and needs.
- At Rubicon students acknowledge the values, opinions and attitudes of different groups within society and compare to their own points of view

- At Rubicon students explain how relationships differ between peers, parents, teachers and other adults, and identify the skills needed to manage different types of relationships

Guiding Questions

Which TRIBES agreement best identifies how to identify and deal with empathy and patience? (choose from a list)

Can you give an example of empathy as observed during the program at Rubicon this week?

Describe a situation in which you observed a member of your group displaying empathy.

General Teamwork questions

Rubicon's Unique Curriculum:

At Rubicon students will

- Learn and implement Critical and Creative thinking strategies
- Apply DATT Direct Action Thinking Tools
- Apply the relevant TRIBES agreements. *Mutual respect / Appreciations and No put downs*
- Learn techniques which identify and support group processes and roles
- Utilise the Decision Making rubric

Relevant Content Descriptors:

6.12 Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities
8.12 Practice and apply personal and social skills when undertaking a range of roles in physical activities
10.12 Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams

Relevant Personal and Social Capabilities:

Social management

This element involves students in interacting effectively and respectfully with a range of adults and peers. Students learn to negotiate and communicate effectively with others; work in teams, positively contribute to groups and collaboratively make decisions; resolve conflict and reach positive outcomes. Students develop the ability to initiate and manage successful personal relationships, and participate in a range of social and communal activities. Social management involves building skills associated with leadership, such as mentoring and role modelling.

At Rubicon students:

- communicate effectively
- work collaboratively
- make decisions
- negotiate and resolve conflict
- develop leadership skills.

10. At Rubicon students formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks

10. At Rubicon students 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

8. At Rubicon students assess individual and group decision-making processes in challenging situations

10. At Rubicon students develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making

Guiding Questions

Which Thinking strategy, best identifies how to identify and understand group processes and roles? (choose from a list)

Which TRIBES agreement best identifies how to identify and understand group processes and roles ? (choose from a list)

What is your definition of group processes?

Describe a situation in which your group used a group process

General Teamwork questions

Rubicon's Unique Curriculum:

At Rubicon students will

- Learn and implement Critical and Creative thinking strategies
- Apply DATT Direct Action Thinking Tools
- Apply the relevant TRIBES agreements. *Appreciations and No Put downs and Mutual respect*
- Use challenges during the program as an opportunity to identify community values and how to implement conflict resolution
- Apply the SMART goal structure to conflict resolution.
- Make links between conflict resolution strategies practiced at Rubicon and goal setting in their home and school contexts.

Relevant Content Descriptors:

8.14 Modify activities to allow for fair play, safety and inclusive participation

10.14 Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities

Relevant Personal and Social Capabilities:

Social management

This element involves students in interacting effectively and respectfully with a range of adults and peers. Students learn to negotiate and communicate effectively with others; work in teams, positively contribute to groups and collaboratively make decisions; resolve conflict and reach positive outcomes. Students develop the ability to initiate and manage successful personal relationships, and participate in a range of social and communal activities. Social management involves building skills associated with leadership, such as mentoring and role modelling. In developing and acting with personal and social capability, students:

- communicate effectively
- work collaboratively
- make decisions
- negotiate and resolve conflict
- develop leadership skills.
-

Guiding Questions

Which TRIBES agreement or Thinking strategy, best identifies how to resolve conflict? (choose from a list)

What is a method for goal setting and resolving conflict?

Expand the following method of goal setting
S...M...A...R...T Goals

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?

General Teamwork questions

Common Vision and Goals

Rubicon's Unique Curriculum:

At Rubicon students will

- Learn and implement Critical and Creative thinking strategies
- Apply DATT Direct Action Thinking Tools
- Apply the relevant TRIBES agreements
- Apply the appropriate thinking strategy
- Student will apply reasoning and decision-making skills to inform common vision or goal oriented decisions.
- Students will develop future action plans for the application of learning gained on ROC programs to wider schooling or community settings
- Differentiate from Decision making how???

Relevant Content Descriptors:

- 8.12 Practice and apply personal and social skills when undertaking a range of roles in physical activities
- 10.12 Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams
- 10.6 Plan implement and critique strategies to enhance the health, safety and wellbeing of their communities.

• **Relevant Personal and Social Capabilities:**

- At Rubicon students assess the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives
- At Rubicon students 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

Guiding Questions

Which TRIBES agreement or Thinking strategy best identifies how to set goals and achieve common vision? (choose from a list)

Describe the best thinking strategy for achieving common vision

What factors do you take into account when reaching a common vision?

General Teamwork questions

Participation and Effort

Rubicon's Unique Curriculum:

At Rubicon students will

- Learn and implement Critical and Creative thinking strategies
- Apply DATT Direct Action Thinking Tools
- Apply the relevant TRIBES agreements. *To do my best*
- Be able to identify self and others individual achievements.
- Students will be able to develop and share self and peer feedback on achievement.
- Utilise and devise self and group assessment rubrics
- Students will utilise assessment as a form of acknowledging, identifying and measuring participation and effort.

Relevant Content Descriptors:

6.10 Participate in physical activities designed to enhance fitness and discuss the impact regular participation can have on health and wellbeing

8.10 Participate in physical activities that develop health-related and skill-related fitness components and create and monitor personal fitness plans

- **Relevant Personal and Social Capabilities:**

At Rubicon students critique their effectiveness in working independently by identifying enablers and barriers to achieving goals

- At Rubicon students establish personal priorities, manage resources effectively and demonstrate initiative to achieve personal goals and learning outcomes

Guiding Questions

Which TRIBES agreement or Thinking strategy, best identifies participation and effort{choose from a list}

How did your group identify individual achievements and effort during your program at Rubicon this week?

How did your group identify team achievements and effort during your program at Rubicon this week?

General Teamwork questions