

## PSPE – Interactions Scope and Sequence

	Phase 1	Phase 2	Phase 3	Phase 4
<b>Overall expectations</b>	Learners interact, play and engage with others, sharing ideas, cooperating and communicating feelings in developmentally appropriate ways. They are aware that their behaviour affects others and identify when their actions have had an impact. Learners interact with, and demonstrate care for, local environments.	Learners recognize the value of interacting, playing and learning with others. They understand that participation in a group can require them to assume different roles and responsibilities and they show a willingness to cooperate. They nurture relationships with others, sharing ideas, celebrating successes and offering and seeking support as needed. Learners understand that responsible citizenship involves conservation and preservation of the environment.	Learners understand that group work can be enhanced through the development of a plan of action and through identifying and utilizing the strengths of individual group members. Learners reflect on the perspectives and ideas of others. They understand that healthy relationships are supported by the development and demonstration of constructive attitudes towards other people and the environment.	Learners understand that they can experience intrinsic satisfaction and personal growth from interactions with others in formal and informal contexts. They understand the need for developing and nurturing relationships with others and are able to apply strategies independently to resolve conflict as it arises. They recognize that people have an interdependent relationship with the environment and other living things and take action to restore and repair when harm has been done.
<b>Conceptual understandings</b>	<ul style="list-style-type: none"> <li>• Interacting with others can be fun.</li> <li>• Group experiences depend on cooperation of group members.</li> <li>• Ideas and feelings can be communicated with others in a variety of modes.</li> <li>• Our relationships with others contribute to our well-being (for example, parent:child; teacher:student; friend:friend).</li> <li>• Our behaviour affects others.</li> <li>• Caring for local environments fosters appreciation.</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in a group can require group members to take on different roles and responsibilities.</li> <li>• There are norms of behaviour that guide the interactions within different groups, and people adapt to these norms.</li> <li>• Accepting others into a group builds open-mindedness.</li> <li>• Relationships require nurturing.</li> <li>• Our actions towards others influence their actions towards us.</li> <li>• Responsible citizenship involves conservation and preservation of the local environment.</li> </ul>	<ul style="list-style-type: none"> <li>• A plan of action is a necessary strategy for a group to achieve its goal.</li> <li>• An effective group capitalizes on the strengths of its individual members.</li> <li>• Healthy relationships are supported by the development and demonstration of constructive attitudes such as respect, empathy and compassion.</li> <li>• Behaviour can be modified by applying deliberate strategies.</li> <li>• Communities and societies have their own norms, rules and regulations.</li> <li>• Communities and their citizens have a collective responsibility to care for local and global environments.</li> </ul>	<ul style="list-style-type: none"> <li>• An effective group can accomplish more than a set of individuals.</li> <li>• An individual can experience both intrinsic satisfaction and personal growth from interactions.</li> <li>• Individuals can extend and challenge their current understanding by engaging with the ideas and perspectives of others.</li> <li>• People are interdependent with, and have a custodial responsibility towards, the environment in which they live.</li> <li>• People have a responsibility to repair and restore relationships and environments where harm has taken place.</li> </ul>

	Phase 1	Phase 2	Phase 3	Phase 4
<b>Learning outcomes</b>	<p>Learners enjoy interacting, playing and engaging with others</p> <p>Learners take turns</p> <p>Learners listen respectfully to others</p> <p>Learners share their own relevant ideas and feelings in an appropriate manner</p> <p>Learners ask questions</p> <p>Learners celebrate the accomplishments of others</p> <p>Learners reach out for help when it is needed for themselves or others</p> <p>Learners identify when their actions have impacted on others</p> <p>Learners talk about their interactions with the environment.</p>	<p>Learners value interacting, playing and learning with others</p> <p>Learners discuss and set goals for group interactions</p> <p>Learners cooperate with others</p> <p>Learners ask questions and express wonderings</p> <p>Learners recognize the different group roles and responsibilities</p> <p>Learners assume responsibility for a role in a group</p> <p>Learners celebrate the accomplishment of the group</p> <p>Learners share ideas clearly and confidently</p> <p>Learners seek adult support in situations of conflict</p> <p>Learners reflect on the process of achievement and value the achievements of others</p> <p>Learners understand the impact of their actions on each other and the environment.</p>	<p>Learners recognize that committing to shared goals in group situations improves individual and shared experiences and outcomes</p> <p>Learners identify individual strengths that can contribute to shared goals</p> <p>Learners develop a shared plan of action for group work that incorporates each individual's experiences and strengths</p> <p>Learners adopt a variety of roles for the needs of the group, for example, leader, presenter</p> <p>Learners discuss ideas and ask questions to clarify meaning</p> <p>Learners reflect on the perspectives and ideas of others</p> <p>Learners apply different strategies when attempting to resolve conflict</p> <p>Learners reflect on shared and collaborative performance.</p>	<p>Learners reflect critically on the effectiveness of the group during and at the end of the process</p> <p>Learners build on previous experiences to improve group performance</p> <p>Learners independently use different strategies to resolve conflict</p> <p>Learners work towards a consensus, understanding the need to negotiate and compromise</p> <p>Learners take action to support reparation in relationships and in the environment when harm has been done.</p>