

**PSPE Curriculum Mapping 2023-2024**

**Grade 1**

**Identity**

|                           |   | <b>Unit 1</b>  | <b>Unit 2</b>   | <b>Unit 3</b>   | <b>Unit 4</b>   | <b>Unit 5</b>                |
|---------------------------|---|--|---|---|---|------------------------------|
|                           |   | <b>Adventure Challenge</b>   | <b>Health and Fitness</b>   | <b>Invasion Games</b>   | <b>Movement Composition</b>   | <b>Striking and Fielding</b> |
| Conceptual Understandings | Understanding and respecting other peoples' perspectives helps us to develop empathy  | A positive attitude helps us to overcome challenges and approach problems  | Identifying and understanding our emotions helps us to regulate our behavior  | Different challenges and situations require different strategies  | A person's self-concept can change and grow with experience   |                              |
|                           |   |  |   |   | Using self-knowledge allows us to embrace new situations with confidence  |                              |
| Learner Outcomes          | Solve problems and overcome difficulties with a sense of optimism (P.1.1.f) STAY  | Explain how different experiences can result in different emotions (P.1.1.c)   | Identify and understand the consequences of actions (P1.1.i)  | Describe how personal growth has resulted in new skills and abilities (P1.1.b)  | Examine possible strategies to deal with change, including thinking flexibly and reach out to seek help (P.1.1.g)   |                              |
|                           | Identify feelings and begin to understand how these are related to behavior (P.1.1.d)   | Demonstrate a positive belief in their abilities and believe they can reach their goals by persevering (P.1.1.l)             | Are aware of their emotions and begin to regulate their emotional responses and behavior (P.1.1.j)  | Express hopes, goals and aspirations (P.1.1.e)  | Reflect on inner thoughts and self-talk (P.1.1.k)   |                              |
|                           | Demonstrate independence in selecting and carrying out activities (P.1.1.m)   |  |   |   |   |                              |
| <b>Active Living</b>      |   |  |   |   |   |                              |
| Conceptual Understandings |   | Regular exercise is part of a healthy lifestyle  | Growth can be measured through changes in capability as well as through physical changes  |   |   |                              |
|                           |   | Maintaining good hygiene can help prevent illness  |   |   |   |                              |
|                           |   | Food choices can affect our health   |   |   |   |                              |
| Learner Outcomes          | Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities (P3.1.1) | Demonstrate an understanding of how being active helps them to be healthy (P3.1.3)   | Demonstrate an understanding that different physical activities have different components and apply this understanding as they participate in and explore a variety of individual and small-group activities (P2.2.3) | Identify reasons for participating in physical activity every day (P3.1.2)  | Explain how the body's capacity for movement develops as it grows (P4.1.3)  |                              |
|                           | Demonstrate behaviors and apply procedures that maximize their safety and that of others during physical activity (P5.1.2)  | Identify the physical signs of exertion during a variety of physical activities (P4.1.2)                                     | Apply a variety of simple tactics to increase their chances of success while participating in and exploring physical activities (P2.2.4)  | Identify & participate in setting & achieving realistic & personal group goals related to living a healthier lifestyle (P4.1.1) | Actively participate in a wide variety of activities according to their capabilities, while applying behaviors that enhance their readiness and ability to take part (P5.1.1) |                              |
|                           |   | Send objects of different shapes and sizes at different levels and in different ways, using different body parts (P2.1.4)    | Self-Assess performance and respond to feedback on performance from others (P2.2.1)   |   |   |                              |
|                           |   | Receive objects of different shapes and sizes at different levels and in different ways, using different body parts (P2.1.5) |   |   |   |                              |
|                           |   |  |   |   |   |                              |
| <b>Interactions</b>       |   |  |   |   |   |                              |
| Conceptual Understandings | Participation in a group can require group members to take on different roles and responsibilities  |  | Our actions towards others influence their actions towards us   |   | Accepting others into a group builds open-mindedness  |                              |
|                           | There are norms of behavior that guide the interactions within different groups, and people adapt to these norms  |  |   |   |   |                              |
| Learner Outcomes          | Value interacting, playing and learning with others (P6.1.1a)   | Celebrate the accomplishments of the group (P6.1.1g)   | Recognize the different group roles and responsibilities (P6.1.1.e)   | Reflect on the process of achievement and value the achievement of others (P6.1.1.j)  | Assume responsibility for a role in the group (P6.1.1f)   |                              |
|                           | Cooperate with others (P6.1.1c)   | Ask questions and ask wonderings (P6.1.1d)   | Discuss and set goals for group interactions (P6.1.1.b)   |   | Share ideas clearly and confidently (P6.1.1.h)  |                              |
|                           | Seek adult support in situations of conflict (P6.1.1i)  |  |   |   |   |                              |
| <b>Keep Safe</b>          |   |  |   |   |   |                              |
|                           | Demonstrate the language of safety (6.2.1e)   |  |   |   |   |                              |

**PSPE Curriculum Mapping 2023-2024**

**Grade 2**

**Identity**

| Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 |
|--------|--------|--------|--------|--------|
|--------|--------|--------|--------|--------|

| Health and Fitness | Adventure Challenge | Target Games | Invasion Games | Striking and Fielding |
|--------------------|---------------------|--------------|----------------|-----------------------|
|--------------------|---------------------|--------------|----------------|-----------------------|

|                           |   |   |  |   |   |
|---------------------------|---|---|--|---|---|
| Conceptual Understandings | A positive attitude helps us to overcome challenges and approach problems   | Understanding and respecting other peoples' perspectives helps us to develop empathy  | There are many factors that contribute to a person's individual identity   | Identifying and understanding our emotions helps us to regulate our behavior  | A person's self-concept can change and grow with experience   |
|                           |   |   |  | Different challenges and situations require different strategies  | Using self-knowledge allows us to embrace new situations with confidence  |
| Learner Outcomes          | Explain how different experiences can result in different emotions (P.1.1.c)  | Solve problems and overcome difficulties with a sense of optimism (P.1.1.f)   | Describe similarities and differences between themselves and others through the exploration of culture, appearance, gender, ethnicity, and personal preference (P.1.1.a) | Describe how personal growth has resulted in new skills and abilities (P1.1.b)  | Examine possible strategies to deal with change, including thinking flexibly and reach out to seek help (P.1.1.g) |
|                           | Express hopes, goals and aspirations (P.1.1.e)  | Recognize others' perspectives and accommodate these to shape a broader view of the world (P.1.1.h)   | Identify feelings and begin to understand how these are related to behavior (P.1.1.d)  | Identify and understand the consequences of actions (P1.1.i)  | Reflect on inner thoughts and self-talk (P.1.1.k)   |
|                           | Demonstrate a positive belief in their abilities and believe they can reach their goals by persevering (P.1.1.l)  | Demonstrate independence in selecting and carrying out activities (P.1.1.m)   |  | Are aware of their emotions and begin to regulate their emotional responses and behavior (P.1.1.j)  |   |
| <b>Active Living</b>      |   |   |  |   |   |
| Conceptual Understandings | Regular exercise is part of a healthy lifestyle   |   | We can apply a range of fundamental movement skills to a variety of activities   | Growth can be measured through changes in capability as well as through physical changes  |   |
|                           | Maintaining good hygiene can help prevent illness   |   |  |   |   |
|                           | Food choices can affect our health  |   |  |   |   |
| Learner Outcomes          | Describe different types of activities that improve the strength of the heart and lungs (P3.1.3)  | Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities (P3.1.1) | Send objects of different shapes and sizes at different levels and in different ways, using different body parts (P2.1.4)  | Demonstrate an understanding that different physical activities have different components and apply this understanding as they participate in and explore a variety of individual and small-group activities (P2.2.3) | Identify reasons for participating in physical activity every day (P3.1.2)  |
|                           | Identify & participate in setting & achieving realistic & personal group goals related to living a healthier lifestyle (P4.1.1)                                 |   | Receive objects of different shapes and sizes at different levels and in different ways, using different body parts (P2.1.5)   | Apply a variety of simple tactics to increase their chances of success while participating in and exploring physical activities (P2.2.4)  | Explain how the body's capacity for movement develops as it grows (P4.1.3)  |
|                           | Recognize their degree of exertion in physical activities by using simple assessment methods, and identify factors that affect their performance level (P4.1.2) |   |  |   |   |
| <b>Interactions</b>       |   |   |  |   |   |
| Conceptual Understandings |   | Participation in a group can require group members to take on different roles and responsibilities  | Responsible citizenship involves conservation and preservation of the local environment  | Our actions towards others influence their actions towards us   | Accepting others into a group builds open-mindedness  |
|                           |   | There are norms of behavior that guide the interactions within different groups, and people adapt to these norms  |  |   |   |
| Learner Outcomes          | Celebrate the accomplishments of the group (P6.1.1g)  | Value interacting, playing and learning with others (P6.1.1a)   | Ask questions and ask wonderings (P6.1.1d)   | Recognize the different group roles and responsibilities (P6.1.1.e)   | Assume responsibility for a role in the group (P6.1.1f)   |
|                           |   | Discuss and set goals for group interactions (P6.1.1.b)   | Understand the impact of their actions on each other and the environment (P6.1.1.k)  | Seek adult support in situations of conflict (P6.1.1i)  | Share ideas clearly and confidently (P6.1.1.h)  |
|                           |   | Cooperate with others (P6.1.1c)   |  |   |   |
|                           |   | Reflect on the process of achievement and value the achievement of others (P6.1.1.j)  |  |   |   |

**PE Curriculum Mapping 2023-2024**

**Grade 3**

| Unit 1                     | Unit 2                 | Unit 3              | Unit 4                | Unit 5                      | Unit 6                       |
|----------------------------|------------------------|---------------------|-----------------------|-----------------------------|------------------------------|
| <b>Adventure Challenge</b> | <b>Track and Field</b> | <b>Body Systems</b> | <b>Invasion Games</b> | <b>Movement Composition</b> | <b>Striking and Fielding</b> |

**Identity**

|                                  |  |   |   |   |   |  |
|----------------------------------|--|---|---|---|---|--|
| <b>Conceptual Understandings</b> | Understanding ourselves helps us to understand and empathize with others             | Self-efficacy influences the way people feel, think and motivate themselves and behave      | A person's identity evolves as a result of many cultural influences           |   | A person's self-concept is influenced by how others regard and treat him or her   |  |
| <b>Learner Outcomes</b>          | Use understanding of their own emotions to interact positively with others (P.1.1.h) | Explain how self-talk can influence their behavior and their approach to learning (P.1.1.j) | Explain how a person's identity is made up of many different things (P.1.1.a) | Recognize personal qualities, strengths and limitations (P.1.1.d) | Identify how their attitudes, opinions and beliefs affect the way they act and how those of others also impact on their actions (P.1.1.c) |  |

**Active Living**

|                                  |  |  |   |  |  |   |
|----------------------------------|--|--|---|--|--|---|
| <b>Conceptual Understandings</b> |  | There are positive & negative outcomes for taking personal & group risks that can be evaluated in order to maximize enjoyment & promote safety | Regular exercise, hydration, nutrition and rest are all important in a healthy lifestyle                                | A dynamic cycle of plan, perform and reflect can influence a creative movement composition   |  |   |
|                                  |  |  | People go through different life stages, developing at different rates from one another                                 |  |  |   |
| <b>Learner Outcomes</b>          | Actively participate in a wide variety of activities, according to their capabilities, while applying behaviors that enhance their readiness and ability to take part (P5.1.1) | Self-assess performance and respond to feedback on performance from others (P2.2.1)  | Identify new capabilities and other benefits that may result from improved cardiovascular fitness (P3.1.3)              | Perform a variety of locomotor movements w/ and w/o equipment, alone & w/ others, moving at diff levels, using diff pathways, & travelling in diff directions (P2.1.3) | Perform controlled transitions between static positions, using different body parts and shapes and different levels, with and without equipment (P2.1.1) | Demonstrate an understanding that diff physical activities have diff components, and apply this understanding as they participate in & explore a variety of own & small-group activities (P2.2.3) |
|                                  |  | Demonstrate behaviors and apply procedures that maximize their safety and that of others during physical activity (P5.1.2)                     | Begin to understand that there are substances that can cause harm to health (P3.1.4)                                    | Send and receive objects of diff shapes & sizes in diff ways, using diff body parts, at diff levels & using various types of equipment (P2.1.4)                        | Demonstrate the ability to jump for distance or height, using two and one foot take-offs, while remaining in control (P2.1.2)                            | Apply a variety of simple tactics to increase their chances of success during physical activities (P2.2.4)  |
|                                  |  | Describe the benefits of participating in physical activity every day (P3.1.2)   | Develop & act on personal goals related to physical activity during exercise (P4.1.1)                                   | Retain objects of diff shapes & sizes in diff ways, using diff body parts & equipment (P2.1.5)   | Plan, perform and reflect on movement sequences in order to improve (P2.2.2)   | Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities (P3.1.1)       |
|                                  |  |  | Assess their degree of physical exertion during cardiorespiratory fitness using simple self-assessment methods (P4.1.2) |  |  |   |
|                                  |  |  | Explain how the body's capacity for movement develops as it grows in relation to the body systems (P4.1.3)              |  |  |   |

**Interactions**

|                                  |  |  |  |  |  |  |
|----------------------------------|--|--|--|--|--|--|
| <b>Conceptual Understandings</b> | Healthy relationships are supported by the development and demonstration of constructive attitudes such as respect, empathy and compassion |  | Healthy relationships are supported by the development and demonstration of constructive attitudes such as respect, empathy and compassion |  |  |  |
| <b>Learner Outcomes</b>          | Identify individual strengths that can contribute to shared goals (P6.1.1.b)   |  | Identify individual strengths that can contribute to shared goals (P6.1.1.b)   |  |  |  |
|                                  | Adopt a variety of roles for the needs of the group (P6.1.1.d)   |  | Adopt a variety of roles for the needs of the group (P6.1.1.d)   |  |  |  |
|                                  | Apply different strategies when attempting to resolve conflict (P6.1.1.g)  |  | Apply different strategies when attempting to resolve conflict (P6.1.1.g)  |  |  |  |

| PE Curriculum Mapping 2023-2024 |   |  |   |   |   |   |
|---------------------------------|---|--|---|---|---|---|
| Grade 4                         |   |  |   |   |   |   |
| Unit 1                          | Unit 2  | Unit 3   | Unit 4  | Unit 5  | Unit 6  |   |
| Adventure Challenge             | Track and Field   | Invasion Games   | Striking and Fielding   | Health and Fitness  | Movement Composition  |   |
| <b>Identity</b>                 |   |  |   |   |   |   |
| Conceptual Understandings       | Embracing and developing optimism helps us to have confidence in ourselves and our future   | Self-efficacy influences the way people feel, think and motivate themselves, and behave  | Reflecting on the strategies we use to manage change and face challenges helps us to develop new strategies to cope with adversity  | Understanding ourselves helps us to understand and empathize with others  | A person's identity evolves as a result of many cultural influences   | Understanding ourselves helps us to understand and empathize with others  |
|                                 |   | Increasing our self-reliance and persisting with tasks independently supports our efforts to be more autonomous                  |   | Increasing our self-reliance and persisting with tasks independently supports our efforts to be more autonomous   |   |   |
| Learner Outcomes                | Embrace optimism to shape a positive attitude towards themselves and their future (P.1.1.i)   | Motivate themselves intrinsically and behave with belief in themselves (P.1.1.k)   | Reflect on how they cope with change in order to approach and manage situations of adversity (P.1.1.f)  | Examine different factors that shape an identity (P.1.1.b)  | Reflect on their own cultural influences, experiences, traditions, and perspectives, and are open to those of others (P.1.1.g)  | Analyse how they are connected to the wider community (P.1.1.e)   |
|                                 |   | Work and learn with increasing independence (P.1.1.l)  |   | Work and learn with increasing independence (P.1.1.l)   |   |   |
| <b>Active Living</b>            |   |  |   |   |   |   |
| Conceptual Understandings       |   | Attention to technique and regular practice can improve the effectiveness of our movements                                       |   |   | We can develop and maintain physical fitness by applying basic training principles  | A dynamic cycle of plan, perform and reflect can influence a creative movement sequence   |
| Learner Outcomes                | Actively participate in a wide variety of activities according to their capabilities, while applying behaviors that enhance their readiness and ability to take part (P5.1.1) | Self-assess performance and respond to feedback on performance from others (P2.2.1)  | Perform different combinations of locomotor movements with & w/o equipment, alone & with others, moving at diff speeds & levels, using diff pathways, and going in diff directions (P2.1.3) | Demonstrate an understanding of the basic components of physical activities and apply this understanding as they participate in a variety of activities (P2.2.3)  | Identify new capabilities and other benefits that may result from improved cardiorespiratory fitness (P3.1.3)   | Perform a variety of controlled static balances & transitions b/w balances, using a variety of body parts & shapes, at different levels, individually, & with partners & equipment (P2.1.1) |
|                                 |   | Demonstrate behaviors and apply procedures that maximize their safety and that of others during physical activity (P5.1.2)       | Send and receive objects of a variety of shapes & sizes at diff levels & speeds, using diff body parts & equipment, while applying basic principles of movement (P2.1.4)                    | Identify common features of specific categories of physical activities, and identify common strategies and tactics that they found effective while participating in a variety of physical activities in different categories (P2.2.4) | Understand that there are substances that can cause harm to health (P3.1.4)   | Demonstrate the ability to jump in control for height or distance, using a variety of body actions (P2.1.2)   |
|                                 |   | Identify factors that motivate participation in physical activity every day at school, at home, or in their communities (P3.1.2) | Retain objects of various shapes & sizes in different ways, using diff body parts, w/ & w/o equipment, while moving around others & equipment (P2.1.5)                                      | Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities and lead-up games (P3.1.1)                         | Based on the principles of training, develop and act on personal fitness goals which include interests, self-assessments, and feelings when participating in physical activities (P4.1.1)                         | Plan, perform and reflect on movement sequences in order to improve (P2.2.2)  |
|                                 |   |  |   |   | Assess their level of exertion during physical activity, using simple self-assessment techniques & explain how intrinsic & extrinsic factors affect the exertion required to perform physical activities (P4.1.2) |   |
|                                 |   |  |   |   | Explain how the body's capacity for movement develops as it grows in relation to the body systems (P4.1.3)  |   |
| <b>Interactions</b>             |   |  |   |   |   |   |
| Conceptual Understandings       | An effective group capitalizes on the strengths of its individual members   |  | A plan of action is a necessary strategy for a group to achieve its goal  | Communities and societies have their own norms, rules and regulations   |   |   |
|                                 | Communities and their citizens have a collective responsibility to care for local and global environments   |  |   |   |   |   |
| Learner Outcomes                | Develop a shared plan of action for group work that incorporates each individual's experiences and strengths (P6.1.1.c)   |  |   | Recognize that committing to shared goals in group situations improves individual and shared experiences and outcomes (P6.1.1.a)  |   |   |
|                                 | Discuss ideas and ask questions to clarify meaning (P6.1.1.e)   |  |   |   |   |   |
|                                 | Reflect on the perspectives and ideas of others (P6.1.1.f)  |  |   |   |   |   |
|                                 | Reflect on shared and collaborative performance (P6.1.1.h)  |  |   |   |   |   |

| PE Curriculum Mapping 2023-2024 |  |  |   |   |  |   |
|---------------------------------|--|--|---|---|--|---|
| Grade 5                         |  |  |   |   |  |   |
| Unit 1                          | Unit 2   | Unit 3   | Unit 4  | Unit 5  | Unit 6   |   |
| Adventure Challenge             | Track and Field  | Invasion Games   | Health and Fitness  | Movement Composition  | Net Games  |   |
| <b>Identity</b>                 |  |  |   |   |  |   |
| Conceptual Understandings       | The values, beliefs and norms of a society can impact on an individual's self-concept and self-worth                   | A strong sense of self efficacy enhances human accomplishments and personal well-being.                                    | Being emotionally aware helps us to manage relationships and support each other   | Many different and conflicting cultures influence identity formation  | The physical changes people experience at different stages in their lives affect their evolving identities   |   |
|                                 |  |  | Stereotyping or prejudging can lead to misconceptions and conflict  | A person's self-worth is reinforced and reflected in engagement with and/or services to others  |  |   |
| Learner Outcomes                | Accept and appreciate the diversity of cultures, experiences and perspectives of others (P1.1.h)                       | Analyse self-talk and use it constructively (P1.1.m)   | Analyse how assumptions can lead to misconceptions (P1.1.f)   | Examine the complexity of their own evolving identities (P1.1.a)  | Recognize how a person's identity affects how they are perceived by others and influences interactions (P1.1.c)  | Identify how their self-knowledge can continue to support the growth and development of identity (P1.1.k)   |
|                                 | Identify casual relationships and understand how they impact on the experience of individuals and groups (P1.1.i)      | Embrace a strong sense of self-efficacy that enhances their accomplishments, attitudes and personal well-being (P1.1.n)    | Recognize, analyse and apply different strategies to cope with adversity (P1.1.g)   | Recognize how a person's identity affects self-worth (P1.1.b)   | Identify how aspects of a person's identity can be expressed through symbols, spirituality, dress, adornment, personal attitudes, lifestyle, interests and activities pursued (P1.1.e)   | Understand the role of and strategies for optimism in the development of their own well-being (P1.1.l)  |
|                                 |  |  | Use emotional awareness and personal skills to relate to and help others (P1.1.j)   | Analyse how society can influence our concept of self-worth (P1.1.d)  |  |   |
| <b>Active Living</b>            |  |  |   |   |  |   |
| Conceptual Understandings       | Understanding our limits and using moderation are strategies for maintaining a safe and healthy lifestyle              | Setting personal goals and developing plans to achieve these goals can enhance performance                                 | Appropriate application of skills is vital to effective performance   | Identifying and participating in activities we enjoy can motivate us to maintain a healthy lifestyle  | Complexity and style adds aesthetic value to a performance   |   |
|                                 |  |  |   | There is a connection between exercise, nutrition and physical well-being   |  |   |
|                                 |  |  |   | There are physical, social and emotional changes associated with puberty  |  |   |
| Learner Outcomes                |  | Self-assess performance and respond to feedback on performance from others (P2.2.1)  | Send and receive objects using different body parts and equipment, adjusting for speed, while applying basic principles of movement (P2.1.4)                                  | Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities and lead-up games (P3.1.1) | Perform and create controlled transfers of weight in a variety of situations involving static and dynamic balance, using changes in speed and levels, with and without equipment to improve the quality of movement in a sequence (P2.1.5) | Describe common features of specific categories of physical activities and describe strategies that they found effective while participating in a variety of physical activities in different categories (P2.2.4) |
|                                 |  | Demonstrate behaviors and apply procedures that maximize their safety and that of others during physical activity (P5.1.2) | Retain objects with and without equipment in a variety of situations while moving in different pathways around others and equipment (P2.1.5)                                  | Identify factors that can either motivate or make it difficult for people to be physically active every day and describe ways of overcoming obstacles to staying active (P3.1.2)                              | Demonstrate the ability to jump in control for height or distance, using a variety of body actions (P2.1.2)  |   |
|                                 |  |  | Demonstrate an understanding of the components of physical activities, and apply this understanding as they participate in a variety of physical activities (P2.2.3)          | Identify the components of health-related fitness and the benefits associated with developing and maintaining each of them (P3.1.3)   | Perform and explore different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, and using different pathways (P2.1.3)  |   |
|                                 |  |  | Actively participate in a wide variety of activities according to their capabilities, while applying behaviors that enhance their readiness and ability to take part (P5.1.1) | Understand that there are substances that can cause harm to health (P3.1.4)   | Plan, perform and reflect on movement sequences in order to improve (P2.2.2)   |   |
|                                 |  |  |   | Develop and implement personal plans relating to specific component of health-related fitness, chosen on the basis of their personal fitness assessments and interests (P4.1.1)                               |  |   |
|                                 |  |  |   | Assess a specific component of their health related fitness by noting physical responses during various physical activities, and monitor changes over time (P4.1.2)   |  |   |
|                                 |  |  |   | Identify and discuss the changes that occur during puberty and their impact on well-being (P4.1.3)  |  |   |
|                                 |  |  |   |   |  |   |
| <b>Interactions</b>             |  |  |   |   |  |   |
| Conceptual Understandings       | An effective group can accomplish more than a set of individuals   |  | An individual can experience both intrinsic satisfaction and personal growth from interactions  |   |  | People are interdependent with, and have a custodial responsibility towards, the environment they live  |
|                                 | Individuals can extend and challenge their current understanding by engaging with the ideas and perspectives of others |  |   |   |  |   |
|                                 | People have a responsibility to repair and restore relationships and environments where harm has taken place           |  |   |   |  |   |
| Learner Outcomes                | Reflect critically on the effectiveness of the group during and at the end of the process (P6.1.1a)                    |  | Build on previous experiences to improve group performance (P6.1.1b)  |   |  |   |
|                                 | Independently use different strategies to resolve conflict (P6.1.1c)   |  |   |   |  |   |
|                                 | Work towards a consensus, understanding the need to negotiate and compromise (P6.1.1d)                                 |  |   |   |  |   |
|                                 | Take action to support reparation in relationships and in the environment when harm has been done (P6.1.1e)            |  |   |   |  |   |