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Aligned PYP curriculum Model Outline

PYP CUR -Climate Change and Adaptation through PSPE (Physical, Social and Personal Education) – PYP Framework

♦ Big Ideas (Conceptual Understandings)

- Climate change affects people's physical and emotional well-being.
 - Our choices, actions, and resilience can help us adapt to change.
 - Building relationships and community support helps us respond to global challenges.
 - Everyone has a role and responsibility in caring for the environment.
 - Healthy habits and active lifestyles can be adapted for a changing world.
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♦ PSPE Strands Integration

Strand	Connections to Climate Change and Adaptation
Active Living	Explore how outdoor activity and movement connect with environmental health (e.g., walking instead of driving).

Identity Reflect on how children feel about climate change and develop tools for resilience, hope, and agency.

Interactions Work together to explore challenges, collaborate on action, and build community through shared responsibility.

♦ Sample Learning Objectives

✓ *Active Living*

- Recognise the impact of climate on physical environments where we live, play, and move.
- Identify eco-friendly ways to stay active (e.g., walk to school, bike instead of drive).
- Participate in outdoor activities that promote environmental care (e.g., nature walks, litter picks).

✓ *Identity*

- Reflect on personal feelings and beliefs about climate change and global issues.
- Develop strategies for emotional resilience (e.g., mindfulness, positive self-talk) in the face of climate concerns.
- Identify strengths and passions that can contribute to positive environmental action.

✓ *Interactions*

- Collaborate with peers to create action plans that promote adaptation and care for nature.
 - Practice communication and empathy when discussing different perspectives on environmental issues.
 - Resolve differences through respectful dialogue when discussing how to adapt lifestyles or help others.
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♦ PYP Transdisciplinary Themes Connections

Theme	How It Applies to Climate Change and Adaptation (PSPE Focus)
Who We Are	Explore how climate change influences health, identity, values, and responsibilities.
Where We Are in Place and Time	Understand how people have adapted to environmental changes across time and space.
How We Express Ourselves	Use movement, drama, or reflection journals to express climate-related emotions and hopes.
How the World Works	Understand the science behind climate and how humans can adapt both physically and socially.
How We Organise Ourselves	Investigate how communities make decisions around health, climate safety, and adaptation.
Sharing the Planet	Take action to share Earth's resources fairly and support others affected by climate change.

◆ **Key Concepts and Inquiry Questions**

Key Concept	Sample Inquiry Questions (PSPE Angle)
Form	What are the signs of climate change we can observe in our environment and community?
Function	How do people, communities, and animals adapt to changes in their surroundings?

Causation	Why is the climate changing, and how is this affecting health, movement, and relationships?
Change	How is our world—and our way of living in it—changing?
Connection	How are our choices connected to the health of the Earth and others around us?
Perspective	What do different people think about climate change and responsibility?
Responsibility	What actions can we take in our daily lives to adapt positively and help others?

♦ **Learning Through Action and Agency**

- Learners explore climate-related emotions and set well-being goals.
 - Learners collaborate on community or school actions (e.g., garden planting, reduce waste drive).
 - Children choose and lead movement or awareness-based campaigns (e.g., “Walk to School Week”).
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♦ **UN Sustainable Development Goals (SDGs) Covered**

- **SDG 3** – Good Health and Well-being
 - **SDG 4.7** – Education for Sustainable Development
 - **SDG 11** – Sustainable Cities and Communities
 - **SDG 12** – Responsible Consumption and Production
 - **SDG 13** – Climate Action
 - **SDG 16** – Peace, Justice and Strong Institutions
 - **SDG 17** – Partnerships for the Goals
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♦ **Example Inquiry-Based Activities**

Inquiry Phase	Sample Activity (PSPE Lens)
Tuning In	“How does climate change make us feel?” – Emotional mapping and discussion circle
Finding Out	Interviewing local adults or peers about their experiences with extreme weather or environment
Sorting Out	Group mapping of climate issues and personal actions they could take
Going Further	Creating movement or theatre pieces that represent adaptation and care
Making Connections	Comparing global and local community responses to climate challenges
Taking Action	Students design and lead a classroom initiative (e.g., reducing waste, promoting clean air days)