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Aligned PYP curriculum Model Outline

PYP CUR Green Energy and Energy Conservation

Physical, Social and Personal Education (PSPE) | PYP Framework

♦ Big Ideas (Conceptual Understandings)

- Energy powers our lives and comes from both renewable and non-renewable sources.
 - Our identity and choices affect how energy is used in our homes, schools, and communities.
 - Working together, we can create sustainable habits that reduce harm to the planet and promote wellbeing.
 - Active and informed participation supports innovation, equity, and resilience in an energy-conscious world.
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♦ PSPE Strands Integration

Strand

Learning Focus

Active Living Engage in movement activities that explore energy in the body and the world around us. Reflect on energy balance, rest, and healthy choices.

Identity Explore energy use in daily life and how personal choices connect to global challenges.

Interactions Collaborate to create energy-saving solutions and communicate respectfully about change.

♦ Sample Learning Objectives

✓ **Active Living**

- Describe how the body uses and replenishes energy through healthy eating, movement, and rest.
- Take part in low-energy or outdoor activities that promote physical health and reduce environmental impact.
- Participate in school-based actions like 'energy-free' breaks or walking instead of using vehicles.

✓ **Identity**

- Identify personal patterns of energy use and reflect on sustainable alternatives.
- Understand the link between our daily habits and the global demand for energy.
- Consider how cultural traditions and beliefs influence the way communities use and save energy.

✓ **Interactions**

- Work in teams to design and promote school-wide green energy or energy conservation initiatives.
 - Communicate different points of view on energy production and use with respect and curiosity.
 - Practise empathy for those without reliable access to energy and advocate for fair solutions.
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♦ Transdisciplinary Theme Connections

Transdisciplinary Theme	Application Example
Who We Are	How values, habits, and identities influence energy use and lifestyle choices.
Where We Are in Place and Time	How energy systems have developed and changed over time and across cultures.
How We Express Ourselves	Use music, dance, and drama to express hopes for a clean energy future.
How the World Works	Investigate the sources of energy, including wind, solar, hydro, and fossil fuels.
How We Organise Ourselves	Explore human-made systems that generate and distribute energy locally and globally.
Sharing the Planet	Reflect on global equity in energy access and our responsibility to conserve.

♦ Key Inquiry Concepts and Sample Questions

Concept	Inquiry Question
Form	What are the different forms of energy (e.g., solar, wind, fossil fuels)?
Function	How do we use energy in our homes, schools, and bodies?

Causation	Why is energy use increasing globally? What are the effects?
Change	How is energy production and consumption changing?
Connection	How is my energy use connected to global sustainability?
Perspective	What do people from different places think about energy use and conservation?
Responsibility	What can I do to reduce energy waste and support green energy?

♦ **Sample Learning Experiences**

- **Energy Walkabout:** Observe and record all energy sources used around the school; sort into renewable/non-renewable.
 - **Design Challenge:** Build simple solar ovens or windmill models using recycled materials.
 - **Art and Performance:** Compose a song or create a play about saving energy or switching to clean sources.
 - **Energy Pledge Wall:** Each learner makes a personal promise related to energy conservation and displays it creatively.
 - **Green Audit:** Learners evaluate energy use at school or home and make suggestions for improvements.
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♦ **Relevant SDGs Covered**

Goal	Title
SDG 3	Good Health and Well-being
SDG 7	Affordable and Clean Energy

SDG 11 Sustainable Cities and Communities

SDG 12 Responsible Consumption and Production

SDG 13 Climate Action

SDG 17 Partnerships for the Goals

♦ **Mini Unit Snapshot**

Unit Title ***“Powering Our Planet: Choices for a Cleaner Future”***

Central Idea The energy we use affects people, the planet, and our future.

Lines of Inquiry - Types and sources of energy

- How people and systems use energy
- Responsible energy habits |
| **Learner Action** | Learners propose, document, and share an action to reduce energy consumption. |

